

2019

GLADSTONE PARK

Year 10 Course Handbook



Knowledge is Power

	Page	<u>VCE & VET continued</u>	Page
Introduction	4	Biology	33
<u>Core Subjects</u>		Business Administration – VET	34
English	7	Business Management	35
Mathematics	8	Creative and Digital Media – VET	36
SEAL Enrichment English	11	Drama	37
SEAL Mathematics	12	Economics	38
<u>Electives</u>		English Literature	39
List of Units	13	Food Studies	40
Commerce	14	Geography	41
Digital Media	15	Global Politics	42
English	16	Health and Human Development	43
Health and Physical Education	17	History	44
Humanities	19	Computing (Information Technology)	45
Information Technology	20	Legal Studies	46
Languages Other Than English	21	Media	47
Mathematics	22	Music Performance	48
Performing Arts	23	Photography – Studio Art	49
Science	25	Physical Education	50
Technology	26	Psychology	51
Visual Arts	27	Sport and Recreation – VET	52
Pathways	29	Systems Engineering	53
<u>VCE & VET</u>		Textiles – Product Design & Technology	54
Accelerating at GPSC	30	Visual Communication and Design	55
List of VCE & VET Subjects Available to Year 10 Students	31	Wood – Product Design & Technology	56
Art – Studio Art	32	Subject Choices Plan	57

INTRODUCTION

In line with the VCE timetable, all year 10 subjects run for five periods per week. This is designed to allow students the possibility of studying VCE subjects and/or VET programs which may be an advantage to capable and organised students.

Undertaking a VCE unit in Year 10 has significant advantages such as:

- The opportunity to develop academic and study skills in readiness for VCE
- The possibility of completing a 3-4 sequence in Year 11 and therefore having six study scores to contribute to their ATAR at the end of Year 12.

Student preference is a high priority in deciding which courses finally run. However, the following factors must also be taken into account:

- Staffing - both the total number of staff and the availability of staff with particular specialist qualifications
- Rooms - many programs require the use of specialist rooms, at least for some class time
- Government and Department of Education policies and initiatives.

SUBJECT SELECTION

The more information that you gather over the next few weeks, the happier you will likely be with your final selection.

There are many sources of assistance:

- this handbook - read it carefully
- your parents - give them the handbook to read
- Careers Centre at Gladstone Park Secondary College
- Year 10 subject teachers.

While there are few strict pre-requisites for VCE Units at levels 1 or 2, students should choose Year 10 Units with their career aspirations and Year 11 and 12 courses in mind. Students must be realistic about their chances of success in their preferred subjects, courses and careers. When selecting their Year 10 subjects students should try to select subjects from a range of curriculum areas in order to keep as many career options open to them.

Consider your selections carefully. Do not choose subjects based on your friends' choices - their choices may not suit your abilities and needs, nor will you necessarily be in the same class.

All current Year 9 students **MUST** complete their course selection online, unless they are certain they will not be at GPSC the following year. If you believe this to be the case please contact the Middle School 9933 0500.

SUBJECT CHARGES

PARENTS AND STUDENTS PLEASE NOTE:

Due to the expense of materials for some **elective** subjects, there is a materials charge per student per subject. These are stated under each specific subject description. This may be used for materials like food, ink, glue, paper or fabrics.

This charge is to be paid to the General Office after confirmation of provisional enrolment in the subject. School Council has directed that only students who have paid the materials charge will be enrolled in these subjects. Enrolment confirmation will only occur after this payment is made.

Please note that the material charges printed in this handbook are correct at the time of printing however, may be subject to change.

CAREERS

The Middle School Career Development Co-ordinator, is available to answer parents' questions relating to career information. If parents would like to make an appointment, please contact the school.

The school cannot stress strongly enough the value of students making informed decisions about their futures.

YEAR 10 CURRICULUM

Students will study six subjects per semester; two core and four elective.

CORE SUBJECTS for mainstream Year 10 students

English/English as an Additional Language (EAL)*

* When making your selections for the elective subjects please note that there are English electives available to select.

Mathematics*:

- Further Mathematics
- Mathematical Methods
- VCE Foundation Mathematics (Unit 1 & 2)

*The school will communicate the recommended core Mathematics pathways to parents and students in writing. When making your selections for the elective subjects please note that there are Mathematics electives available to select.

Core Subjects are year-long subjects

CORE SUBJECTS for Year 10 SEAL students

Year 10 SEAL Enrichment English

* When making your selections for the elective subjects please note that there are English electives available to select.

Maths options include:

- Units 1 & 2 Mathematics Methods
- Year 10 Enhanced Mathematics

(will be confirmed at SEAL interviews)

Core Subjects are year long subjects

ENGLISH (Compulsory)

What the Course is About:

In these 2 units students will study:

1. Reading and Creating: study of texts producing analytical essays and creative pieces
2. Reading and Comparing: compare ideas, issues and themes presented in 2 texts
3. Analysing and Presenting Argument: understanding the way argument is created and preparing oral presentations about an issue

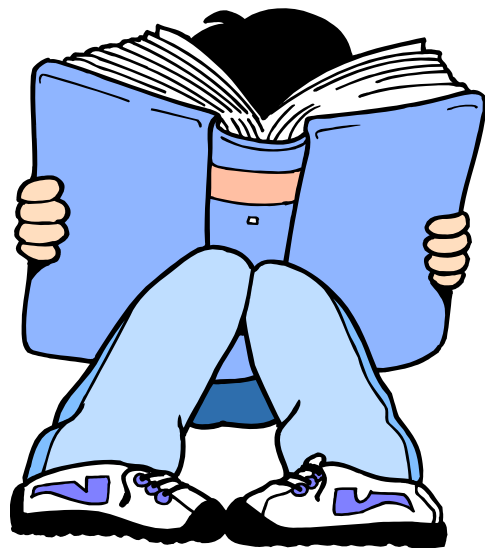
What You Will Learn:

Skills developed:

- Textual analysis
- Writing skills
- Vocabulary
- Oral presentation

Assessment:

Assessment will be based on students' written work, oral presentations and an examination at the end of each unit.



MATHEMATICS

Mathematics at Year 10 is compulsory for all students. There will be four Mathematics subjects offered to Year 10 students. These four subjects will be:

- Year 10 Mathematical Methods
- Year 10 Further Mathematics
- VCE Foundation Mathematics (Unit 1 & 2)
- 10 Mathematical Methods Preparation (10) – Elective

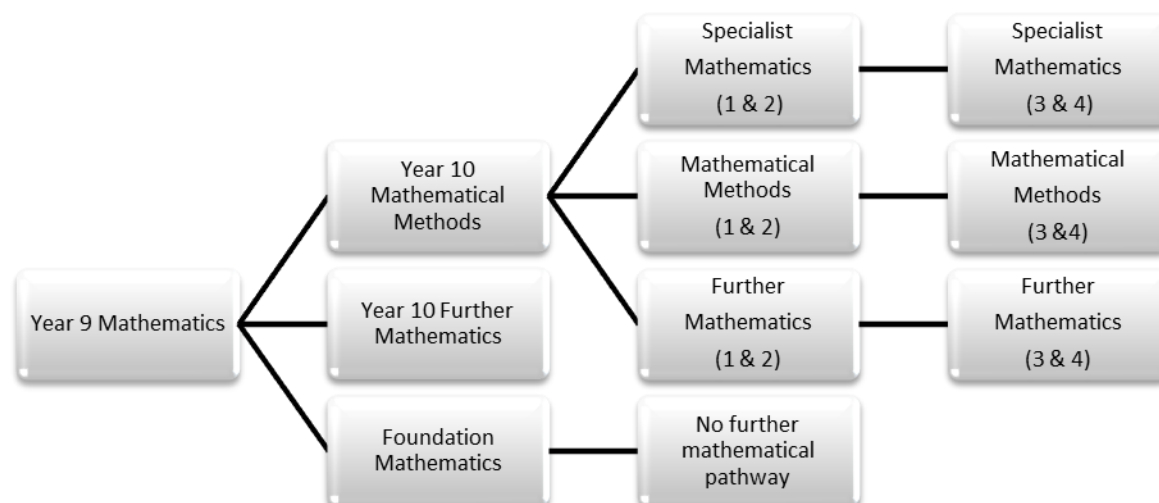
Mathematics Methods will allow students a pathway to continue the study of all Mathematics subjects in Year 11. Students who want to continue with a higher Maths at VCE are also recommended to take 10 Mathematical Methods Preparation.

Further Mathematics will allow students to continue with Further Mathematics at VCE.

VCE Foundation Mathematics does not provide a pathway for the ongoing study of Mathematics. However, credit for VCE Mathematics Units can be obtained in Year 10.

Year 9 Mathematics teachers, together with the Middle School, will determine your Mathematics pathway based on your test and exam results and work ethic.

The possible pathways are shown in the diagram below.



MATHEMATICS

Year 10 FURTHER MATHEMATICS

The course fulfils the needs of students who intend to continue Further Mathematics at Year 11 and 12

It **DOES NOT** lead to Unit 1 & 2 Mathematical Methods or Specialist Mathematics in Year 11.

What the Course is About:

There is a strong focus on calculation, interpretation and analysis by using technology

What You Will Learn:

- Data Analysis and Statistics
- Geometry & Trigonometry
- Linear Relations & Graphs
- Financial Arithmetic
- CAS Calculator operation

Year 10 MATHEMATICAL METHODS

Mathematical Methods (10) must be taken by those students who wish to proceed to Unit 1 & 2 Mathematical Methods and Specialist Mathematics in Year 11. This subject can also lead into Unit 1 & 2 Further Mathematics.

What the course is about:

There is a strong focus on algebraic processes as well as the properties and relationships between numbers.

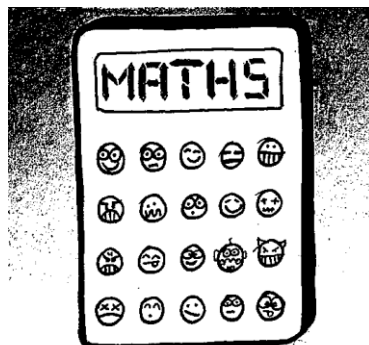
What You Will Learn:

- Surds and Indices
- Algebra and Factorisation
- Probability
- Linear and Quadratic Equations
- Trigonometry and measurement
- CAS Calculator operation

MATHEMATICS

VCE FOUNDATION MATHEMATICS

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support other VCE subjects, including VET studies. Foundation Mathematics is ideal for those that are not intending to undertake Unit 3 or 4 studies in Mathematics.



Unit 1 and 2

- Basic Number operations that involve fractions, decimals, percentages and money
- Measurement – metric system, perimeter, area and volume
- Two dimensional shapes and angles
- Statistics including graphs, mean, median and mode

Assessment

- Tests after each topic
- SACs that encompass investigations and projects

Key Skills

- Use technology effectively to solve equations
- Use formulas to calculate area, perimeter, surface area and volume
- Interpret information in maps and tables
- To collect and organise data into appropriate graphs

Associated Career Paths

- Sales Assistant
- Auto Mechanic
- Secretary
- Trades Person

SEAL Enrichment English

ENGLISH Semester 1 & 2

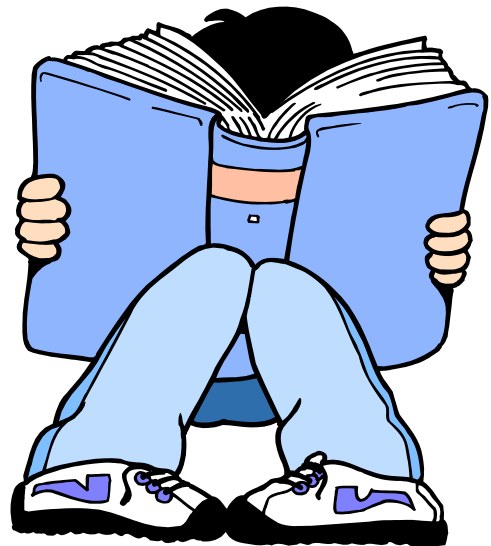
SEAL students have studied 3 years of advanced English prior to Year 10. The Enrichment English course at Year 10 is designed to fully prepare Year 10 SEAL students for success in all aspects of VCE English. In Semester 2 the course also provides the opportunity to develop VCE Literature skills so students are prepared for a Literature pathway if they so choose.

In Semester 1 students:

- analyse arguments and the use of persuasive language in media texts
- read and respond to texts analytically
- develop a creative and/or reflective response to key ideas within the studied texts
- develop public speaking skills through a reflective oral presentation

In Semester 2 students:

- compare the presentation of ideas, issues and themes in two texts
- critically analyse features of a text, relating them to an interpretation of the text as a whole
- present a reasoned point of view on a current media text in both written and oral form
- analyse arguments and the use of persuasive language in media texts



SEAL Mathematics

VCE MATHEMATICAL METHODS

UNIT 1 & 2

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology. The appropriate use of computer algebra system (CAS) technology is also expected.

Unit 1 and 2

Functions and Graphs

- Students will cover the graphical representation of polynomial and power functions

Algebra

- Students will develop algebraic expression and represent functions, relations, equations and simultaneous equations

Calculus

- Students should be able define constant and average rates of change

Probability and Statistics

- Students will cover concepts of event using Venn diagrams, Karnaugh maps, tables and tree diagrams
- Students will consider events as either impossible, certain, complementary, mutually exclusive, conditional and independent

Year 10 ENHANCED MATHEMATICS (Semester 1 & 2)

The purpose of this subject is to prepare students for the rigorous demands of Units 1 and 2 in both Mathematical Methods and Specialist Mathematics. This subject aims to reinforce and extend the Year 10 Mathematical Methods course and to expose students to a carefully selected subset of concepts from Year 11 Mathematical Methods.

This subject is highly recommended, but not compulsory, for students aiming to study Mathematical Methods and Specialist Mathematics in VCE.

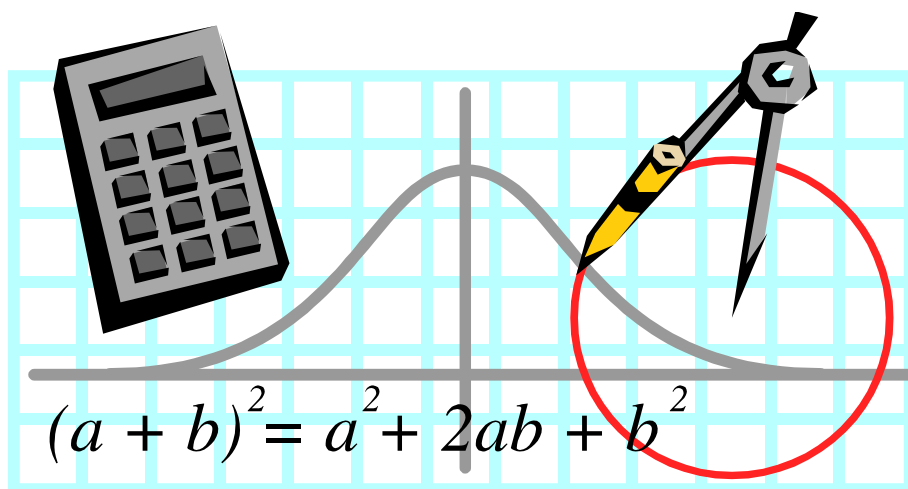
What You Will Learn:

Semester 1

- Functions & Relations
- Exponentials & Logs
- Rates of Change

Semester 2

- Circular Functions
- Matrices
- Introductory to Probability



LIST OF UNITS

LEARNING AREA	YEAR 10 ELECTIVES
Commerce	Commerce, Politics and the Law
Digital Media	Media, Photography
English	Extra English, Literature 1 & 2
Health and Physical Education	Active Girls, Health & Human Development, Physical Education General, Physical Education Specialist
Humanities	Earth and the Environment, History
Information Technology (Computing)	Information Technology (Applications), Information Technology (Programming)
Languages other than English	Italian (semesters 1 & 2)
Mathematics	Enhanced Mathematics
Performing Arts	Dance, Drama, Music
Science	Chemical Patterns and Reactions, The Next Generation, World of Physics
Technology	Food Technology (Advanced) & Food for Life, Food for Work, Materials & Systems: Wood, Textiles
Visual Arts	Architectural VCD, Art, Clay & 3D Art, Visual Communication Design
Other	Pathways VCE units (semesters 1 & 2) VET units (semesters 1 & 2) – internally delivered programs only)

COMMERCE

COMMERCE

What the Course is About:

Are you Australia's next billionaire? This course aims to introduce students to some of the main areas of Commerce.

1. The Economic System – meeting needs and wants in the market place.
2. Introduction to Accounting – balancing the books.
3. Business Management – are you up to running a business?

Students will become familiar with concepts which will be explored further in:

- **VCE Accounting**
- **VCE Business Management**
- **VCE Economics**
- **VET Business Administration**

Assessment:

- Class exercises
- Topic tests
- Unit examination

POLITICS AND THE LAW

What the Course is About:

Are you interested in how society works, understanding who has the power and finding out what impact you can make? If so, this introductory course is for you.

Topics include:

- What type of society should we have?
- Capitalism, Communism and everything in between
- Parliament and Political Parties
- Politicians and Positions of Power
- Who makes laws?
- Criminal laws such as murder
- The Victorian Court Hierarchy

Assessment:

- Class exercises
- Topic tests
- Unit examination

DIGITAL MEDIA

MEDIA

Course Description:

The course gives students an introduction to the media, including:

- Film studies (narrative and genre).
- Looking at the role of the mass media across the globe (video games, print, film, television, advertising, social media) and its impact on society.
- Producing two short media productions (horror trailer and music video).

What You Will Learn:

Students will analyse film narratives and genres, including how they convey meaning to their audience. They will also plan, shoot and edit two short films, learning how to use video production equipment (DSLR cameras, LED lights, audio recorders/microphones) and video editing software (Premiere Pro, After Effects and/or Sony Vegas). Finally, students will study key areas of the Australian media industry, as well as how the mass media creates meaning in the world around us, by looking at a range of media forms (video games, films, television, social media, online/digital media, print and photography).

Assessment:

Ranging from written to practical assessments, including:

- Study of two films (narrative and genre).
- Analysis of mass media impact(s) on society.
- Students produce two short film productions (horror trailer and music video).
- End of semester examination.



PHOTOGRAPHY

Course Description:

In this semester long elective students will be given the opportunity to explore the nature of digital photography, with the opportunity to expand their photographic knowledge and technical skills. Photography students are encouraged to be imaginative and creative in their work and are guided through demonstrations, projects and discussions. Students will use Digital SLR cameras combined with Photoshop in order to enhance their images.

What You Will Learn:

The core focus of this semester is to learn the basics in camera operation and to achieve a variety of techniques shooting in full manual mode. Students will complete their photographic projects mainly on the school grounds during designated class time. They will also learn basic Adobe Photoshop skills in order to improve and enhance their images.

Assessment:

Students will submit photography projects surrounding composition, art elements and art principles and a technical project focused on creating movement and deliberate blur. The theoretical aspect focuses on writing a visual analysis and researching an influential photographer. Students will finish Year 10 Photography with an end of semester examination.



Parents and students please note a materials charge:

Photography \$30.00

Media \$10.00

ENGLISH

EXTRA ENGLISH

Extra English is suitable for students who want extra time and assistance to improve the skills required for success in VCE English. Extra English is a single semester subject.

Extra English will help students to:

- Increase their confidence in using Standard Australian English
- Strengthen language skills through thinking, reading, writing, speaking and listening
- Communicate ideas and information effectively using written and spoken language
- Speak and listen effectively in a range of settings for different purposes
- Read a variety of texts to construct a range of responses
- Read accurately to locate, understand, organise and synthesise information
- Develop a vocabulary to talk confidently about language and texts.



LITERATURE 1 & 2

What the Course is About:

Studying literature means focusing on the enjoyment and appreciation of reading that occurs through discussion, debate and the challenge of exploring the meaning of texts. The meaning of a text comes from the interaction between the text, when it was constructed and the experience of the reader.

What You Will Learn:

Through the close study of a variety of texts including novels, short stories, plays, poems and non-print texts such as films you will learn to

- Enjoy literature
- Understand the variety of human experience
- Develop awareness of cultures past and present
- Develop interpretive skills
- Extend your understanding of the different ways texts are constructed
- Write confidently.

Assessment:

You will be assessed via a range of written and oral tasks completed throughout the semester and an examination.

Literature is a single semester subject however, the semesters study different texts.

Students can study either both semesters or just one semester.

Note: Students can choose to do 1 or both semesters of English Literature

HEALTH AND PHYSICAL EDUCATION

ACTIVE GIRLS

What the Course is About:

“Active Girls” aims to give girls the skills and knowledge to pursue active and healthy lives. It focuses on issues relating to exercise and nutrition in relation to good health and aims to enable students to make informed decisions about their own exercise and eating patterns.

What the Course Covers:

- Physical, social and mental health benefits of regular participation in physical activity
- The increased health risks associated with poor nutrition
- Government initiatives to improve health including The Australian National Physical Activity Guidelines
- Current levels of physical activity in Australia
- Barriers to participation in physical activity
- Myths associated with fitness and training
- Body image
- Nutrition for good health/Healthy Living Pyramid/Dietary Guidelines for Australians
- Factors influencing food choices.

Assessment:

The theoretical component of this subject will account for about 60% of lessons with practical lessons accounting for the other 40%. The focus of practical sessions will largely be based on ‘lifestyle’ activities rather than competitive sports.



HEALTH & HUMAN DEVELOPMENT

What the Course is About:

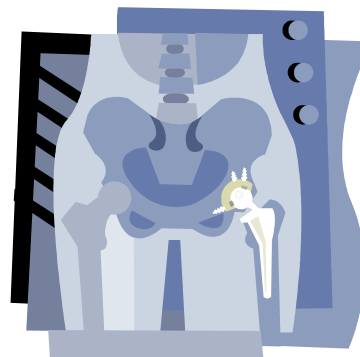
The primary focus of this elective is ‘Sexual and Reproductive Health and development’. Topics include: what is health and wellbeing, types of contraceptives, STI’s, safe sex, puberty and hormones, decision making, pregnancy and fertility.

What the Course Covers:

- Male and Female reproductive systems
- Reproductive health
- Menstrual Cycle
- Contraception
- STI’s – signs, symptoms and treatment
- The role and influence of family, peers, society and gender on values, attitudes, beliefs and behaviour related to sexual health and sexual activity.
- Sex and Decision making
- Stages of the lifespan
- Health and wellbeing
- Development
- Prenatal Development
- Puberty and Hormones

Assessment:

This will be based on class work, topic tests, written work, participation in activities, assignments, computer tasks and a formal examination.



HEALTH AND PHYSICAL EDUCATION

Students may select more than one unit.

PHYSICAL EDUCATION GENERAL

What the Course is About:

Year 10 Physical Education attempts to provide students with skills and knowledge to enable them to live active and healthy lives and to make informed decisions concerning their own health and fitness. A variety of physical activities will be undertaken to improve skill levels, with emphasis on enjoyment and fostering life-long participation in physical activity. The theoretical component of the subject accounts for 60% of lessons, with practical activities accounting for the other 40%.

What the Course Covers:

- Evaluation of personal performance, including fitness testing
- Sporting injuries, their prevention and treatment
- First aid including Cardio Pulmonary Resuscitation (CPR)
- Body Systems
- The role of technology in sport

Assessment:

Assessment will include tests, assignments, worksheets, oral presentations and an end of semester examination and participation in practical units.



PHYSICAL EDUCATION SPECIALIST

Students who intend to undertake VCE Physical Education are advised to complete this unit.

What the Course is About:

The course aims to increase student knowledge and understanding of human anatomy, specifically the skeletal, muscular, respiratory and circulatory systems. Energy systems required for physical activity will be studied and students will gain an understanding of factors that affect skill development. Biomechanics, the sports science field that applies the laws of mechanics to human performance will also be studied. The theoretical component of this subject accounts for approximately 60% of lessons, with practical activities accounting for about 40%. Some practical sessions will involve students undertaking laboratory activities to help them apply knowledge gained in theory lessons.

What the Course Covers:

- Human Anatomy
- Skill Acquisition
- Energy systems and physical activity
- Biomechanics

Assessment:

Assessment will include tests, assignments, worksheets, and an end of semester examination.



HUMANITIES

EARTH AND THE ENVIRONMENT

What the Course is about:

The course aims to increase knowledge and understanding of the environment around us and its related issues. Topics covered: *Human induced Climate Change and Sustainability, Coastal environments and the Geographies of Human wellbeing.*

1. Environmental Change and Management: A study of coastal environments.
2. Geographies of Human Wellbeing: A study of how wellbeing varies around the world and within countries. Students will study the impact of global development focussing on issues of rapid urbanisation in developing countries and conflicting land use. and population/demographics. Students will study population demographics the world's access to fresh water.

Assessment:

- Unit examination
- Fieldwork report
- Research assignment
- Class activities and Coasts tests

HISTORY

Australia and the Modern World

What the Course is About:

This course 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. Key areas of learning include:

1. An overview of the causes and course of World War II.
2. The US civil rights movement and its influence on Australia.
3. Political Crisis – Australian and the Vietnam War

Assessment:

Assessment will be based on:

- Unit examination
- Topic texts
- Class exercises
- Assignments

INFORMATION TECHNOLOGY (COMPUTING)

INFORMATION TECHNOLOGY (Applications)

What the Course is About:

This unit involves using a number of applications to solve information problems that have real life application. They also examine the parts of the computer, the function and characteristics of each component and how hardware and software work together.

Students will learn to use applications effectively to create solutions to information technology problems and apply the problem solving methodology throughout the unit.

This elective would be highly advantageous to students wishing to study Computing (Information Technology) in VCE.

This unit of study would be highly desirable for students wishing to enter courses leading to qualifications in computer science, multimedia, network management and other information technology related fields.

Assessment:

Assessment for this unit will include a range of methodologies: completion of theory exercises, practical learning tasks, projects, tests, a portfolio and an end of semester examination.

INFORMATION TECHNOLOGY (Programming)

What the Course is About:

This unit involves studying a programming (scripting) language which students use to write computer programs. Students study algorithms and logic.

Students will learn to develop and write programs ranging from simple programs to more complicated programs that may have 'game programming' application.

This elective would be highly advantageous to students wishing to study Computing (Information Technology) in VCE.

This unit of study would be highly desirable for students wishing to enter courses leading to qualifications in computer science, multimedia, network management and other information technology related fields.

Assessment:

Assessment for this unit will include a range of methodologies: completion of theory exercises, practical learning tasks, projects, tests, a portfolio and an end of semester examination.



LANGUAGES OTHER THAN ENGLISH

The school strongly encourages you to study Italian in Year 10 and beyond. This is not only because of the vibrant culture, history and lifestyle that this language represents but also because knowing another language may help to enhance your English, give you an advantage in job applications, encourage you to travel and exercise your brain with memory and problem solving skills. The added advantage of doing Italian in Year 12 is that the ATAR is generally scaled up.

ITALIAN

What the Course is About:

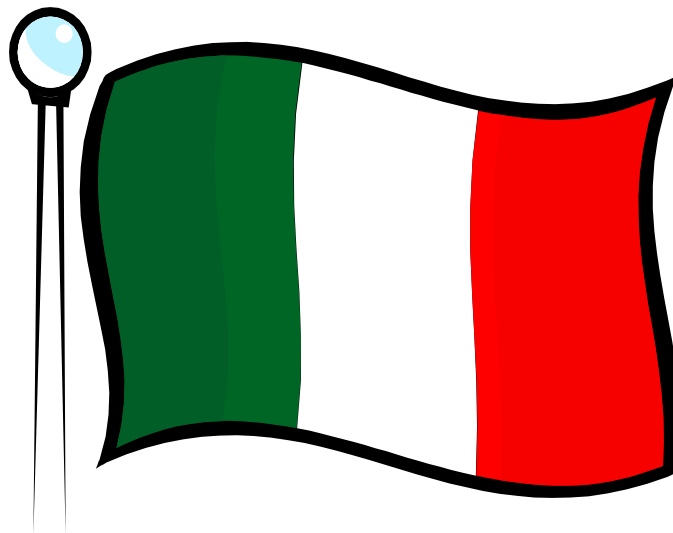
Content based learning will continue to be offered with a major focus on Italian speaking skills.

Topics may include:

Study skills, developing creativity, classical studies and leisure

Assessment:

- Speaking and Listening Tasks
- Reading and Writing Tasks
- Cultural Awareness
- End of Semester exams.



MATHEMATICS

Year 10 ENHANCED MATHEMATICS (ELECTIVE)

The purpose of this subject is to prepare students for the rigorous demands of Units 1 and 2 in both Mathematical Methods and Specialist Mathematics. This subject aims to reinforce and extend the Year 10 Mathematical Methods course and to expose students to a carefully selected subset of concepts from Year 11 Mathematical Methods.

This subject is highly recommended, but not compulsory, for students aiming to study Mathematical Methods and Specialist Mathematics in VCE.

What You Will Learn:

Semester 1

- Geometry
- Indices, Exponentials & Logs
- Matrices

Semester 2

- Finance
- Probability
- Circular Functions

Note: Students can choose to do 1 or both semesters of Mathematical Methods Preparation

PERFORMING ARTS

DANCE

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. Throughout history and in different cultures, people have explored the dancer's ability to communicate and give expression to social and personal experience. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through practical and theoretical approaches. By the end of Level 10, students:

- choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent
- choreograph, rehearse and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to the style and genre
- analyse choreographers' use of the elements of dance, choreographic devices, and form and production elements to communicate choreographic intent in dances they make, perform and view
- evaluate the impact of dance from different cultures, times and locations



DRAMA

Studies in Drama will equip students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. There isn't an occupation on the planet that doesn't benefit from a background in Drama. By the end of Level 10, students:

- develop and sustain different roles and characters to realise dramatic intentions and engage audiences
- perform devised and scripted drama in different forms, styles and performance spaces
- plan, direct, produce, rehearse and refine performances
- select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft
- use performance and expressive skills to convey dramatic action and meaning
- analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view
- use experiences of drama practices from different cultures, places and times to evaluate drama

PERFORMING ARTS

MUSIC

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music learning requires students' active engagement in the practices of listening, performing and composing. An education in Music encourages the ability to coordinate both creative and critical thinking skills to achieve set goals. By the end of Level 10, students:

- interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles
- demonstrate a developing personal voice and technical control, expression and stylistic understanding
- use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music
- aurally and visually analyse works and performances of different styles
- evaluate the use of elements of music and defining characteristics from different musical styles
- use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions



SCIENCE

CHEMISTRY

An Introduction to Chemistry

What You Will Learn:

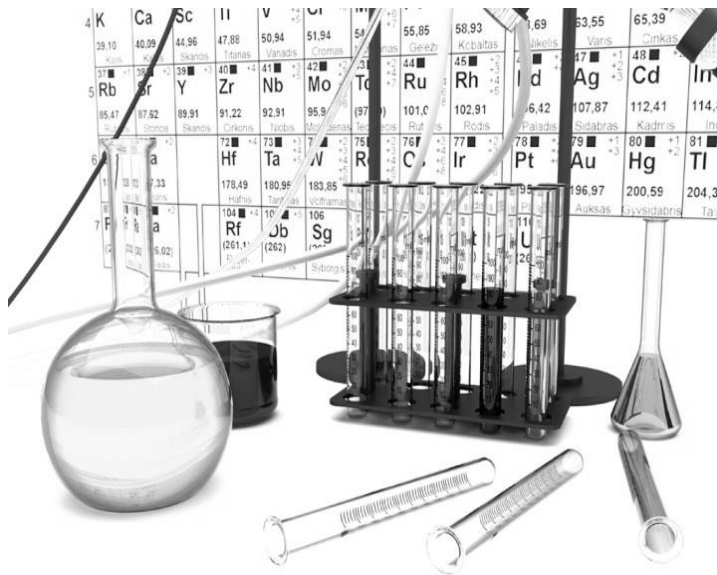
The elective will focus on

- Atomic structure and properties of the elements are used to organise elements in the periodic table
- The making and naming of compounds
- The different types of chemical reactions and calculating the mole. This will include the products of reaction and balancing chemical reactions

This elective is highly recommended for students who are interested in studying VCE Chemistry.

Assessment Tasks:

These will include topic tests, worksheets and activities, practical work, reports and a semester examination.



BIOLOGY

An Introduction to Biology

What You Will Learn:

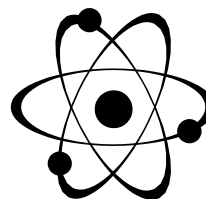
This unit focuses on two main areas

- Genetics and DNA Technology
- Evolution of species through natural selection

This elective is highly recommended for students who are interested in studying VCE Biology.

Assessment Tasks:

These will be practical work and investigations, a research assignment, coursework and a semester examination.



PHYSICS:

An Introduction to Physics

What You Will Learn:

The World of Physics covers areas such as movement, forces, collisions, energy transformations and electrical circuits.

This elective is highly recommended for students who are interested in studying VCE Physics.

Assessment Tasks:

These will include topic tests, worksheets and activities, practical work, reports and a semester examination.

TECHNOLOGY

MATERIALS & SYSTEMS: WOOD

What the Course is About:

Students work safely with a range of tools, equipment, materials, components and processes to design and produce a range of projects such as photo frame, table, flashing lights, trinket box, electronic memo board and amplifier made from wood or plastic.

Assessment:

- Theory
- Practical Work
- Assignments
- IT Skills (use of Google sketch up)
- Semester Examination



TEXTILES

What the Course is About:

Students will expand their skills and knowledge in design and production through the creation of 1 sketch and 1 non-sketch garment. Students learn how to use a commercial pattern to create fashion. They will become aware of current, sustainable textile practices whilst creating quality work. Year 10 Textiles will assist students who wish to take Textiles or Fashion - Product Design and Technology in Year 11 VCE Units 1 and 2.

Assessment:

Assessment will be based on practical design and theoretical work. They will complement each other in terms of learning about a variety of machine construction and hand finished skills. Assignments and research investigations on various textile issues, using IT research will apply.

FOOD TECHNOLOGY

Food Technology (Advanced)

This semester based subject will provide students with an introduction to VCE Food Studies. Students will investigate topics such as food origins, including food around the world, nutrition, healthy eating and the science of food. Students will undertake a range of practical sessions that will include cooking, practical and sensory analysis. This subject is strongly recommended for those interested in undertaking Food Studies at VCE level.

Food for Life, Food for Work

This semester based subject will provide students with the basic knowledge and skills to cook a range of healthy nutritious meals at home. This subject will also assist to develop skills for those interested in a hospitality pathway. Students will investigate labelling and packaging systems, budgeting and tools and equipment used in the professional kitchen. This subject caters for students who have a strong interest in the practical aspect of food technology.

PARENTS AND STUDENTS PLEASE NOTE:

Materials charge

Materials & Systems \$25.00

Textiles \$35.00

Food Technology (Advanced): \$100

Food for Life, Food for Work: \$100

VISUAL ARTS

ARCHITECTURAL VCD

This Subject involves:

Students completing several pieces of visual communication that will employ the following drawing methods and associated skills and conventions:

- The completion of an architectural floor plan according to the industry standards.
- Develop designs that meet the needs and wants of an intended audience
- Present a 3D model design that is structurally sound and accurately reflects the initial floor plan
- Become familiar with a wide range of architectural styles through studying the progression of architecture

Assessment:

- **Visual Diary:** Architectural floor plan design in adherence to a given brief and in accordance with industry standards. Also, technical drawing styles and conventions.
- **Folio Production:** 3D model making and design folio.
- **Analysis of Design:** Responses and analysis work on architectural eras and designers.
- **End of semester examination**

ART

This Subject involves:

A variety of two-dimensional experiences aimed at improving artistic skills and awareness.

It is designed to assist each individual to attain a level of competency in a range of art experiences.

Students are introduced to the History of Art and then apply this new appreciation and understanding to the development of their folio.

Assessment:

- **Visual Diary:** A record of the students' designs and planning for their major artworks and homework tasks aimed at enhancing research and practical skills
- **Folio Production:** A collection of major works reflecting the characteristics of art movements studied in class
- **Art Appreciation:** An investigation of Art Movements studied in class and a visual analysis to identify the Elements and Principles in various artworks, as well as to understand and artwork's aesthetic communication properties.
- **End of semester examination**

PARENTS AND STUDENTS PLEASE NOTE:

Materials charge

Architectural VCD: \$30.00

VISUAL ARTS

CLAY & 3D ART

This Subject involves:

The focus of the practical component of 3D Art is on the exploration of ideas through drawing and translation of the most successful results into a range of sculptural media including ceramics and mixed media. Design drawings, form and surface decoration will be explored and developed. In art appreciation students will develop confidence, vocabulary and knowledge to discuss a variety of art works.

Assessment:

- **Visual Diary:** A record of the students' designs and planning for their 3D artworks and homework tasks aimed at enhancing research and practical skills
- **Folio Production:** A collection of 3D Art works reflecting the characteristics of art movements studied in class
- **Art Appreciation:** An investigation of Art Movements studied in class.
- **End of semester examination**

VISUAL COMMUNICATION DESIGN (VCD)

This Subject involves:

Visual Communication Design encourages students to generate creative and innovative design solutions in response to a brief. Students will explore design techniques, which cover a multitude of disciplines. The course is designed to develop students' understanding of how ideas and information can be conveyed through visual means. This will be achieved through the detailed exploration of media, materials and design methods. In theory, students study design in a cultural and historical context.

This coursework will cover these design fields:

- Communication (graphic design)
- Industrial (product design)
- Environmental (architecture)

Assessment:

- **Visual Diary:** Creating design responses to set design briefs.
- **Folio Production:** Development of technical and creative graphic skills, focusing on the exploration of various media and equipment that will help generate an appropriate visual solution to fulfil a specified purpose, incorporating drawing and the use of computers.
- **Analysis of Design:** Written responses analysing the use of design elements, principles and other theory within various forms of visual communication.
- **End of semester examination**

PATHWAYS

PATHWAYS

What the Course is About:

Pathways is designed for students who are interested in apprenticeships or traineeships, employment or full-time TAFE when they leave school. Students undertake Occupational Health and Safety Training, study the world of work and prepare for interviews with employers.

What the Course Covers:

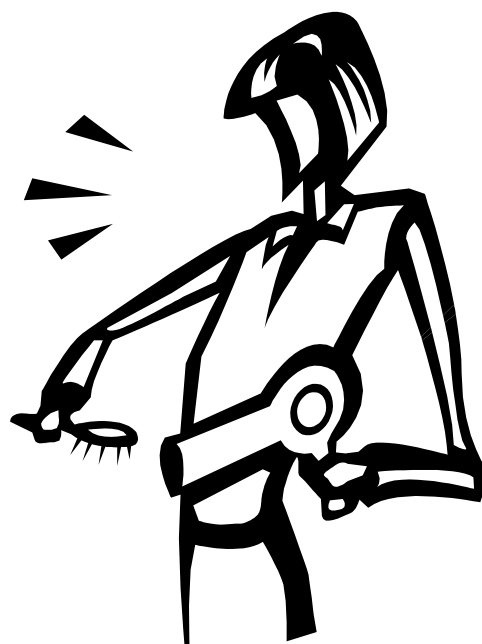
They learn how to:

- Develop a Career Plan
- Apply for Apprenticeships/Traineeships
- Apply for full-time TAFE courses
- Complete application forms
- Write a résumé and cover letter.

Students must undertake work experience 1 day per week for the semester during which they do Pathways. This is in addition to the 1 week block of work experience that all Year 10 students complete. This allows them to apply knowledge and skills they are learning in class to the real world of work and further develop their career plan.

Assessment:

- Work Experience Placement (**Compulsory**)
- Employer Evaluation/s
- Work Book Activities
- Research Assignment



VCE & VET

ACCELERATING AT GLADSTONE PARK SECONDARY COLLEGE

The opportunity exists for eligible students to study a VCE subject* as an accelerated subject. This means that a Year 10 student could study a Unit 1 & 2 (Year 11) subject and a Year 11 student could study a Unit 3 & 4 (Year 12) subject.

Students that accelerate and choose to study a VCE subject will not necessarily have a lighter study load in year 12. The accelerated subject is to provide a 6th subject (one extra) to the normal 5 subject year 12 load and to provide students with the opportunity to experience VCE a year earlier in order to better prepare for their final year of school.

To be eligible for acceleration as a Year 10 student:

The student must be achieving at a B average across all subjects on their Year 9 semester 1 report, including the subject(s) relevant to their intended accelerated subject.

To be eligible for acceleration as a Year 11 student:

The student must be achieving at a B average across all subjects on their Year 10 semester 1 report, including the Unit 1 and 2 subject that will become their Unit 3 and 4 accelerated subject in year 12.

We encourage students who meet the criteria to take on this challenge. It is an opportunity to develop an understanding of the demands and the processes and procedures involved in a VCE subject and can also be a mechanism to maximise a student's ATAR.

It is important to consider what will happen if a B average cannot be maintained and the additional pressure on the overall study load.

The relevant sub-school will have the responsibility for approving a student's accelerated studies in consultation with the relevant LA leader and subject teacher.

* Not all subjects are available for acceleration.

The VCE units available are listed in this handbook. **Make sure that you read and understand the VCE guidelines and policies detailed in VCE handbook before committing to accelerated study.**

ATTENDANCE

The VCE Attendance Policy is outlined in the Gladstone Park Secondary College VCE Handbook.

Extended family holidays are not approved absences for the purposes of meeting the VCE attendance requirements.

Year 10 students should not choose a VCE subject if an extended family holiday is planned.

VCE and VET SUBJECTS OFFERED TO YEAR 10 STUDENTS

Students who select a VCE or VET subject in Year 10, select this subject for the year.

LEARNING AREA	SUBJECTS
Commerce	Accounting Business Management Economics Legal Studies
Digital Media	Media Studio Art (Photography)
English	Literature
Health and Physical Education	Health and Human Development Physical Education
Humanities	Geography Global Politics History
Computing (Information Technology)	Computing (Information Technology)
Performing Arts	Drama Music Performance
Science	Biology Psychology
Technology	Food Studies Product Design & Technology (Textiles) Product Design & Technology (Wood) Systems Engineering
Visual Arts	Studio Art (Art) Visual Communication Design
VET	Business Administration Creative and Digital Media (Screen and Media) Sport and Recreation

Art - Studio Art

Studio Arts encourages students to develop their potential as artists and presents a guided process to assist their understanding and development of art-making. Students develop and apply a design process and produce a folio of artworks. Students can choose to work across Textiles, Painting, Drawing and Sculptural techniques.

Unit 1 – Artistic inspiration and techniques

- Developing art ideas - focuses on the development of individual ideas and the identification of sources of inspiration to be used as starting points for making art.
- Materials and Techniques - explores a range of materials and techniques. Investigate the way various visual effects and aesthetic qualities can be achieved.
- Interpretation of ideas and use of materials and techniques - focuses on the way artists from different times and cultures interpreted ideas and inspiration and used materials and techniques.

Unit 2 – Design exploration and concepts

- Design Exploration - focuses on developing artworks through an individual design process based on visual research and inquiry.
- Ideas and styles in artworks - artworks by artists and/or groups of artists from different times and cultures are analysed.

Fee of \$30 per student

“Art - Studio Art” is considered a folio subject for selection purposes.

Students may only choose one (1) Studio Art subject

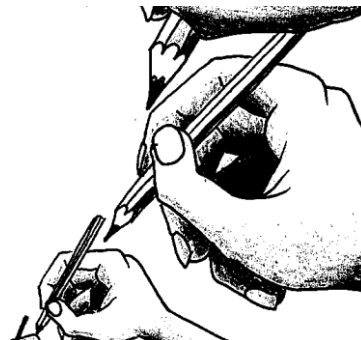
Unit 3 – Studio production and professional art practices

- Exploration Proposal - focuses on the development of an exploration proposal that creates a framework for the individual design process.
- Studio process is developed in sufficient breadth and depth to support the student to produce a range of creative potential directions.

Unit 4 – Studio production and art industry contexts

- Folio of artworks - focuses on the production of a cohesive folio of finished artworks developed from the directions identified in Unit 3.
- Focus, reflection and evaluation - requires students to reflect on their folio and produce an evaluation of the finished artworks.

Fee of \$30 per student



Biology

Biology explores the nature of life including

Units 1 and 2

- How do things stay alive at a basic cell level
- Importance of genetics and DNA

Units 3 and 4

- Interactions of molecules including bio-chemical pathways
- Investigate how species are related and how change change's a population's gene pool.

Year 10 links

Biology

Is this subject available for acceleration?

Yes

Level of maths advisable

Further Maths at a minimum

Key content

- Cells and body systems
- Enzymes and molecules for life
- Body coordination (nervous and endocrine systems)
- Genetics
- DNA technology
- Immunity
- Evolution (including human evolution)

Key skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

Assessments

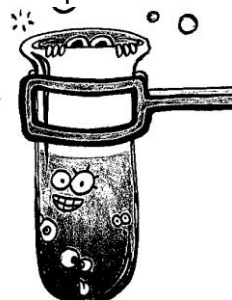
- Practical work
- A report related to practical activities from a logbook.
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations

Associated subjects

- Chemistry
- Physics
- Psychology
- Health
- PE

Further study available

- Bachelor of Science
- Bachelor/Diploma of Biological Sciences
- Bachelor/Diploma of Nursing
- Diploma dietician



Business Administration - VET

Business Administration aims to provide students with the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments.

The business skills obtained are essential for employees within all work environments.

Students are eligible to apply for a nationally recognised Certificate II in Business upon successful completion of Units 3 & 4.

Unit 1 & 2

- Contribute to health and safety of self and others.
- Communicate in the workplace.
- Work effectively with others.
- Produce simple word processed documents.
- Organise and complete daily work activities.
- Deliver a service to customers.
- Work effectively in a business environment.
- Use business technology.
- Communicate electronically.
- Participate in environmentally sustainable work practices.
- Process and maintain workplace information.
- Handle mail.

A \$135 charge is attached to this subject

Unit 3 & 4

- Organise personal work priorities and development.
- Organise workplace information.
- Design and produce business documents.
- Deliver and monitor a service to customers.
- Recommend products and services.

Associated subjects

- Business Management
- Accounting

Associated career areas

- Administrative/Office Assistant
- Receptionist
- Secretary
- Information Officer
- Customer Service Officer

A \$135 charge is attached to this subject



VCE Business Management examines the ways businesses manage resources to achieve objectives. VCE Business Management follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1 – Planning a business

The Business Idea – New business ideas are formed through a range of sources.

The External Environment - Consists of all elements outside a business that may act as pressures or forces on the operations of a business.

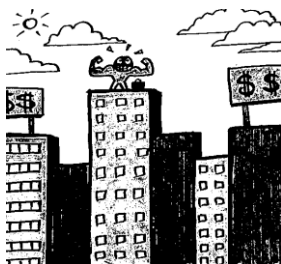
The Internal Environment - The owner will generally have more control over the activities, functions and pressures that occur within a business.

Unit 2 – Establishing a Business

Legal requirements and Financial considerations - It is essential to deal with legal and financial matters when establishing a business.

Marketing a Business - Establishing a strong customer base for a business is an important component of success.

Staffing a Business - Staff are one of the business's greatest assets and are an important consideration when establishing a business.



Unit 3 – Managing a Business

Business Foundations - The key characteristics of businesses and their stakeholders.

Managing Employees - Essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved

Operations Management - The production of goods and services is the core objective of businesses.

Unit 4 – Transforming a Business

Reviewing Performance – The Need for Change - Managers regularly review and evaluate business performance.

Implementing Change - It is important for managers to know where they want a business to be positioned for the future.

Associated career areas

- Business Manager
- Accountant
- Marketing & Research
- Finance Manager
- Financial Services
- Property and Real Estate

Associated subjects

- Accounting
- Business Administration (VET)

Creative and Digital Media (Screen and Media) - VET

Creative and Digital Media (Screen and Media) provides knowledge and skills that will enhance employment prospects within the multimedia industry. Students will be introduced to Flash animation, digital video and audio editing, image manipulation techniques and web design. This course provides generic multimedia skills that are valuable for all careers and a valid pathway into the graphic arts area.

Students are eligible to apply for a nationally recognized Certificate II in Screen and Media and a Study Score can be achieved upon successful completion of Units 1, 2, 3 & 4.

Unit 1 & 2

- Follow health, safety and security procedures, creating, manipulating and incorporating 2D graphics and producing and manipulating images.
- Apply critical thinking techniques.
- Develop and Apply Creative arts.
- Industry knowledge.
- Participate in OHS processes.
- Work effectively with others.
- Work effectively in the screen and media industries.
- Produce and prepare photo images.
- Apply sound design techniques

A \$180 charge is attached to this subject.

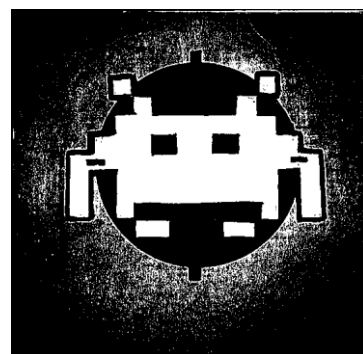
Unit 3 & 4

- Incorporates specialist units including web page development, video editing, production of 2D digital animations and scripting interactive environments.
- Maintain interactive content.
- Collect and organise content for broadcast or publication.
- Develop and extend critical and creative thinking skills.
- Follow a design process.

A \$180 charge is attached to this subject.

Associated career areas

- Graphic Designer
- Media Producer
- Multimedia Developer
- Games Developer
- Webpage Designer
- Videographer
- Photographer



Drama

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They consider the use of production areas to enhance their performance and the application of symbol and transformations.

The structure must be selected from the VCE Drama Solo Performance Examination published annually by the VCAA.

Drama is considered a performance subject for selection purposes.

Skills developed throughout the course can be associated with career paths such as:

- | | |
|----------------------------|--------------------------|
| • Media Producer/Presenter | • Director/Stage Manager |
| • Industrial Designer | • Teacher |
| • Actor/Dancer/Entertainer | • Psychology |
-

VCE Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

Unit 1 – The Behaviour of Consumers and Business

Thinking like an Economist

Economics has an effect on everyone, irrespective of background.

Decision Making in Markets

The Australian economy uses the market-based system to allocate resources.

Unit 2 – Contemporary Economic Issues

Economic Growth, Long-Term Economic Prosperity and Environmental Sustainability

The meaning and importance of economic growth and its effect on material and non-material living standards.

Economic Efficiency and Equity

Economists frequently talk about the importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society.

Economic Efficiency and Equity

The importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society.

Associated subjects

- Maths
- Business Management
- Accounting

Unit 3 – Australia's Economic Prosperity

An introduction to Microeconomics

The Market System, Resource Allocation and Government Intervention.

Domestic Macroeconomic Goals

The Australian Government's has domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment.

Australia and the World Economy.

Unit 4 – Managing the Economy

Aggregate Demand Policies and Domestic Economic Stability.

Aggregate Supply Policies.

Associated career areas

- *Economist*
- *Accountant*
- *Auditor*
- *Actuary*



English Literature

The pen is mightier than the sword! The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study of literature encourages independent and critical thinking in students.

If you love English, and are good at it, Literature is an excellent subject to continue to develop your writing and analytical skills.

Unit 1

- Analyse the ways both print and non-print texts have been created and how they present the ideas and experiences of the characters.
- Analyse and respond creatively to the ways in which the set texts explore the ideas of individuals and groups.

Unit 2

- Explore the relationships between the text, readers and their social and cultural contexts.
- Compare the similarities and differences between a text and its adaptation.

Unit 3

- Adaptations and Transformations - discuss how the meaning of a written text is kept or altered when the text is changed or adapted in some way, for example, in performance.
- Creative responses to texts – respond creatively to a text and comment on the connections between texts.

Unit 4

- Literary Perspectives – produce an interpretation of a text using different literary perspectives.
- Close Analysis – analyse features and develop and justify interpretations of texts.

Skills:

- Analyse features of a text
 - Develop and justify interpretations
 - Use literacy perspectives to inform an interpretation of a text
-

Food Studies

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. The study complements and supports further training and employment opportunities in the fields of home economics, food science and technology, nutrition and dietetics, food manufacturing and hospitality.

Unit 1 – Food origins

Area of Study 1: Food around the world

- This area focuses on food from historical and cultural perspectives. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural based agriculture, to today's urban living and global trade in food.

Area of Study 2: Food in Australia

- Students look at Australian Indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Unit 2 – Food makers

Area of Study 1: The Food Industries

- They investigate the various food industries and identify current and future challenges and opportunities. Students have the opportunity to create new products with a focus on the design process.

Area of Study 2: Food in the Home

- Students look at food in the home and small-scale production. Student's practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.

A \$180 materials charge is attached to this subject.

Unit 3 – Food in daily life

Area of study 1: The Science of Food

- This area focuses on the science of food. Investigating the physiology of eating, microbiology of digesting, and the absorption and utilisation of macronutrients. Students will also look at food intolerances, allergies and the microbiology of food contamination

Area of Study 2: Food Choice, health and wellbeing

- Students focus on food choice, health and wellbeing. They will have the opportunity to develop a repertoire of healthy meals suitable to children and families.

Unit 4 – Food issues, challenges and futures

Area of Study 1: Environment and ethics

- Students will look at the environment and ethics. Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety and the use of agricultural resources.

Area of Study 2: Navigating food information

- This area focuses on navigating food information. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. Students will have the opportunity to create recipes that reflect the Australian Dietary Guidelines.

A \$160 materials charge is attached to this subject.

Geography

Geography develops knowledge and skills that enable understanding of the complex interactions of the world from a spatial perspective. Learn to participate effectively as global citizens in the sustainable use and management of the world's resources.

Unit 1: Hazards and disasters

- Students will investigate two contrasting types of hazards and the responses to them.
- Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.
- This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

- Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.
- They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.
- A study of tourism at local, regional and global scales emphasises the interconnection within and between places.

Associated career areas

- Air Hostess
- Civil Engineering
- Ecologist
- Marine Biologist
- Pilot

Unit 3: Changing the land

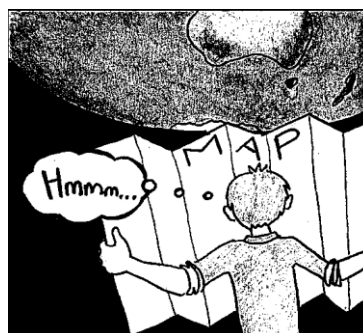
Students focus on investigations of geographical change: change to land cover and change to land use.

Students investigate three major processes that are changing land cover in many regions of the world:

Unit 4: Human population – trends and issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into significant population trends arising throughout the world. They examine the dynamics of populations and their economic, social, political and environmental impacts.



Global Politics

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events.

Unit 1 Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system.

Unit 2 Global Connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation

Unit 3 Global Actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

Unit 4 Global Challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

Health and Human Development

Throughout this study, students investigate health and human development in Australian and global communities. The factors that influence both health and human development in a variety of population groups are examined.

Unit 1 - Understanding Health and Wellbeing

In this unit you will:

- Learn about indicators that are used to measure health.
- Look at a range of factors that influence health and use these to explain differences in the health of population groups within Australia.
- Explore food and nutrition and their importance for good health and wellbeing
- Identify major health issues affecting Australia's youth and reflect on the causes of health inequalities
- Learn about how governments and organisations develop and implement youth health programs

Unit 2 – Managing health and development

In this unit you will:

- Investigate physical and social changes that occur in the transition from youth to adulthood
- Consider the characteristics of respectful relationships
- Investigate factors that contribute to health and development during the prenatal, infancy and early childhood lifespan stages
- Learn how to access Australia's health system and how it promotes health and wellbeing

Students selecting Unit 1 and/or 2 Health and Human Development have the opportunity to participate in the "Baby Think it Over" parenting simulation designed to help understand the demands of caring for an infant.



Unit 3 – Australia's Health in a Globalised World

In this unit you will:

- Learn about the health of Australians
- Look at different approaches to public health
- Investigate the role of Australia's health system and its role in promoting health
- Investigate a successful health promotion campaign

Unit 4: Health and human development in a global context

In this unit you will:

- look at similarities and differences in major causes of illness in low, middle and high income countries
- investigate a range of factors that contribute to health inequalities
- consider the global reach of product marketing
- investigate global trends in health and wellbeing
- Learn about the United Nation's Sustainable Development Goals and the work of the World Health Organisation
- Investigate the role of government and non-government organisations in providing foreign aid.

Associated career areas

- Fitness instructor
- Nurse
- Medical technician
- Paramedic
- Child Care Worker
- Massage Therapist

History

History deepens our knowledge of humanity and introduces us to a variety of human experiences and values. It enables us to see the world through the eyes of others and enriches our appreciation of the nature of change.

- History students are experts at **tracking trends**. They know how people, strategies, and time-stamped statistics work (or don't work).
- When presented with a whole bunch of information, History students are trained to be able to quickly **judge** what is relevant, and why it is relevant. Throw history students a hodgepodge of random information, and they'll turn it into a concise, focused, and coherent package
- History students are **aware** that the world changes *constantly*, so those solutions (and their attitudes) will likely stay flexible.

Unit 1 – Twentieth Century History 1918-1939

- Explore the events, ideologies and movements in the period after World War I, the rise of the Nazi Party in Germany, the personality of Adolf Hitler, and the policies that led to conflict and the holocaust.
- Explore the social life and cultural expression of the 1920's and 30's, and their relationship to the technological, political and economic changes of the period. Students explore forms of cultural expression from the period in Germany, and relate these to the events and cultural expression that emerged from the Holocaust.

Unit 2 – Twentieth Century History 1945-2000

- Evaluate the causes and consequences of the Cold War, the competing ideologies that underpinned events, the effects on people, groups and actions, and the reasons for the end of the sustained period of ideological conflict. Students evaluate the Vietnam War.
- The causes and nature of challenge and change in relation to campaigns of terrorist groups such as Black September, Irish Republican Army, Hezbollah and Al Qaeda, and conflicts such as the Arab-Israeli dispute and the Irish troubles.

Associated careers

- Journalist
- Lawyer
- Criminologist

Unit 3 – American Revolution 1754 - 1789

- Evaluate the role of ideas, leaders, movements and events in the development of revolution from the start of the French and Indian War in 1754 to the Declaration of Independence in 1776.
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society from the Declaration of Independence in 1776 to the Inauguration of George Washington in 1789.

Unit 4 – Russian Revolution 1896 - 1927

- Evaluate the role of ideas, leaders, movements and events in the development of revolution from the coronation of Tsar Nicholas in 1896 to the Bolshevik Revolution of October 1917.
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society from the initial decrees of November 1917 to the end of the New Economic Policy and the rise of Stalin in 1927



Computing (Information Technology)

Computing (Information Technology) encompasses how information systems are used to interact, create, and exchange structured information, write programs and develop solutions. IT focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

Unit 1 – Computing I

- Focus on the interpretation and application of data to create a digital solution that graphically represents a useful understanding of the data presented.
- Examines the design and technical aspects of a secure wireless and mobile network.
- Collaborate, design and develop a website on a contemporary issue that meets audience needs.

Unit 2 – Computing II

- Design and develop a solution using a programming or scripting language to create working software modules.
- Manipulate data to create information that is clear, usable, attractive and simple using a visualisation tool.
- Create a solution using database management software and explain the advantages and disadvantages of this process.

Students may elect to undertake one or both of these Unit 3 and 4 sequences. If there are not adequate numbers to run both sequences, then Software Development will run.

Associated career areas

- Software engineer
- Electronics Engineer
- Network Administrator
- Games developer

“Computing (Information Technology)” is considered a folio subject for selection purposes.

Unit 3 – Informatics I

- Examine, design and develop a relational database system that stores and manipulates data that meets the needs of the users.
- Acquire, prepare, manipulate and interpret complex data that confirms or refutes an existing or emerging trend.

Unit 4 – Informatics II

- Design, develop and evaluate a multimodal online solution and assess the effectiveness of the project plan in managing the process.
- Compare the effectiveness of two organisations in managing the storage and disposal of data and recommend improvements.

“or”

Unit 3 – Software Development

- Interpret designs and apply a range of functions and techniques using a programming language.
- Analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

Unit 4 – Software Development

- Create a solution using a programming language that fulfils requirements and assesses the effectiveness of the project.
- Analyse the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its data source.

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the rights and for individuals regarding the law.

Unit 1 – Guilt and Liability

Legal Foundations – Criminal and Civil laws aim to achieve social cohesion and protect the rights of individuals.

The presumption of innocence – A principle of law that guarantees an accused the presumption of innocence until proven guilty beyond reasonable doubt.

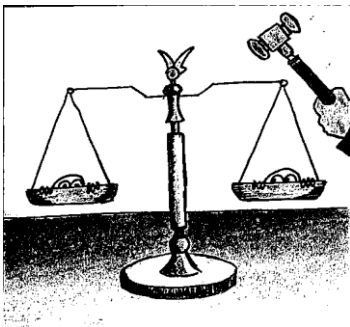
Civil Liability – Protecting the rights of individuals, groups and organisations through areas of negligence, defamation, nuisance and contracts.

Unit 2: Sanctions, remedies and rights

Sanctions – Approaches to sentencing and different types of sanctions once an accused is found guilty of an offence.

Remedies – Resolving civil disputes and the institutions available to resolve these disputes.

Rights – How individual rights are protected in Australia through the Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law.



Unit 3: Rights and Justice

The Victorian Criminal Justice system – Used to determine whether an accused is guilty beyond reasonable doubt of an offence they have been charged with; and to impose sanctions where guilt has been found or pleaded.

The Victorian Civil Justice System – Used to determine factors of civil claims, while evaluating the institutions and methods used to resolve civil disputes. To also determine the effectiveness of the civil justice system to achieve the principles of justice.

Unit 4: The people and the Law

The people and the Australian Constitution – The Australian Constitution establishes the Parliamentary system and provides mechanisms to ensure that Parliament does not make laws beyond its powers.

The people, the parliament and the Courts – Parliament is the supreme law making body and the courts complement the role of parliament in making laws; through the doctrine of precedent and through statutory interpretation.

Associated Career areas

Lawyers (Barrister/Solicitor)
Sports Lawyer
Police Officer
Paralegal

Recommended Subjects

Politics
Literature

Media

Media provides students the opportunity to develop knowledge of the media industry through a study of films, video games, television, print, radio, online media and photography. Students will take this knowledge of the media industry and produce their own media productions (including several short films), using school equipment (DSLR cameras, LED lights, microphones, audio recorders, tripods, etc).

Year 10 Links

Year 10 Media, Year 10 Photography and Interactive Digital Media

Is this subject available for acceleration: Yes

Unit 1: Media Forms, Representations and Australian Stories

- Look at the importance of the mass media and how it represents people, places and society from around the globe.
- Students work in two or more media forms (producing a short film and photographic collage), through planning (folio), to production (shooting) to post-production (editing).
- Explore the key features of the Australian media (film, television and print), including how media stories are produced.

Unit 2: Narrative across Media Forms

- Examine the creative styles of filmmakers and media producers across different media forms (film, television and/or photography).
- Students create their own short film through the process of developing ideas, creating a written folio, production (filming) and post-production (editing).
- Study the impact of new media technologies on society, including the emergence of the Internet, social media, smart phones, online streaming, online news/journalism and digital filmmaking/photography.

*** There is a compulsory materials charge of \$20 per year for Units 1 & 2**



Unit 3: Media Narratives and Pre-Production

- Explain and discuss how media narratives are made by directors across **two** films and/or television programs.
- Students develop practical/creative skills through short video exercises (test shooting, lighting, editing etc.).
- Students produce a folio for a media production. This folio is the basis for their production in Unit 4.

Unit 4: Media Production and Issues in the Media

- Students produce a short film production based on their folio from Unit 3.
- Discuss, analyse and evaluate issues of influence and control between the media and audiences. This includes a look at media influence and how audiences use the media (film, television, print, video games, radio, photography and online media) to understand the world around them.

There is a compulsory materials charge of \$25 per year for Units 3 & 4

Media is considered a folio subject for selection purposes.

Associated Career Areas

- Journalism
- Graphic or Web Design
- Film, Stage and Television Producer/Director
- Videographer/Photographer/Animator
- Advertising
- Public Relations
- Editor
- Games Developer
- Publishing
- Social Media Management
- Writer
- Radio production
- Communications

Music Performance

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music learning requires students' active engagement in the practices of listening, performing and composing. An education in Music encourages the ability to coordinate both creative and critical thinking skills to achieve set goals.

This study enables students to:

- develop and practise musicianship
- perform, compose, arrange and improvise music from diverse styles and traditions
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and expand personal music interests, knowledge and experiences
- use imagination, creativity and personal and social skills in music making
- access pathways for further education, training and employment in music
- use electronic and digital technologies in making and sharing music and communicating ideas about music and
- participate in lifelong music learning and the musical life of their community.

Students nominate whether they will specialise as a soloist or as part of a group throughout the course.

Unit 1 - Performance

Area of Study 1 - Performance

Area of Study 2 - Preparing for Performance

Area of Study 3 - Music Language

Unit 2 - Performance

Area of Study 1 - Performance

Area of Study 2 - Preparing for Performance

Area of Study 3 - Music Language

Area of Study 4 - Organisation of Sound

"Music Performance" is considered a performance subject for selection purposes.

Unit 3 - Performance

Area of Study 1 - Performance

Area of Study 2 - Preparing for Performance

Area of Study 3 - Music Language

Unit 4 - Performance

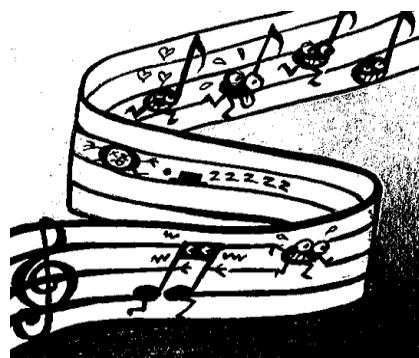
Area of Study 1 - Performance

Area of Study 2 - Preparing for Performance

Area of Study 3 - Music Language

Associated Career areas

- Music Arranger
- Teacher
- Music Critic
- Music Composer
- Music Therapist



Photography - Studio Art

Students create and build a dedicated photographic portfolio resulting in the creation of final pieces. They will apply theoretical knowledge regarding a range of photo media artists and use photographic equipment to explore and develop a range of techniques. Students also study the art industry by attending a series of gallery inspired excursions.

Year 10 Links

Year 10 Media

Year 10 Photography

Interactive Digital Media

Is this subject available for acceleration: Yes

Unit 1: Folio Projects & Techniques

- Students undertake a series of photographic projects throughout the unit based on teacher directed themes.
- Students will interpret these themes photographically conveying individual artistic influences and ideas.
- Students will also explore a variety of camera techniques in order to expand on their photographic skill set.
- Theory-based assessment comprises of written work surrounding artists from different time periods.

Unit 2: Exploration of Individual theme & One Artwork

- Students explore their own photographic theme. Students will collect artistic influences and develop individual ideas.
- Students will once again expand on their camera/Photoshop skills obtained in Unit 1.
- Theory-based assessment comprises written work surrounding the rights of artists.

Students may only choose one (1) Studio Art subject. Studio Art - Photography is considered a folio subject for selection purposes.

There is a compulsory materials charge of \$150 per year for Unit 1 & 2.

Associated Career Areas

- Photographer/Videographer
- Photojournalist
- Commercial photography
- Photo Retoucher
- Advertising

Unit 3: Folio Exploration & Art Practice

- Students develop and use an exploration proposal to define an area of creative exploration.
- Students plan and apply a studio process to explore and develop their individual ideas.
- Theory work includes an analysis surrounding artist's work from different historical and cultural periods.
- Students will also learn the skills to analyse artworks based on first glance observations.

Unit 4: Folio of Finished Artworks & Art Industry (Compulsory Gallery Visit)

- Students refine and resolve their individual themes by creating and presenting photographic pieces.
- Students evaluate the relationships and cohesion between each piece.
- The theory work comprises of written work surrounding the visitation of galleries in order to further enhance their art industry knowledge.

Students may only choose one (1) Studio Art subject.

Studio Art - Photography is considered a folio subject for selection purposes.

***There is a compulsory materials charge of \$190 per year for Unit 3 & 4.**



Physical Education

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

Unit 1 - The Human Body in Motion

In this unit you will:

- Learn about the systems of the body and how they work together to produce movement.
- Learn how body systems adapt and adjust in response to physical activity
- Learn about legal and illegal means of improving performance

Unit 2 - Physical activity, sport and society

In this unit you will:

- Investigate the role of physical activity, sport and society in developing and promoting healthy lifestyles across the lifespan
- Learn about contemporary issues associated with physical activity and sport

Associated Career areas

- Fitness instructor
- Nurse
- Physiotherapist
- PE Teacher
- Paramedic
- Recreation Officer
- Massage Therapist

Unit 3 –Movement skills and energy for physical activity

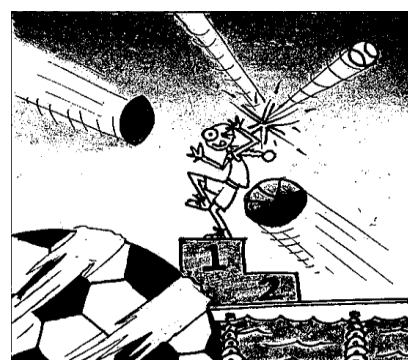
In this unit you will:

- Learn how biomechanical and skill acquisition principles can be used to improve movement skills used in physical activity and sport
- Learn how the systems of the body work together to produce energy for physical activity

Unit 4 - Training to improve performance

In this unit you will:

- Use data from an activity analysis to determine the fitness requirements of selected physical activities.
- Design a training program using data collected from participating in fitness tests, implement and evaluate the training program



Psychology

Psychology is the scientific study of human behaviour

Units 1 and 2

- How are behaviour and mental processes shaped
- External influences of mental processes

Units 3 and 4

- Experiences affecting behaviour and mental processes
- How is wellbeing developed and maintained

Is this subject available for acceleration?

Yes

Level of maths advisable

Further Maths

Key content

- Brain and nervous system functioning
- Psychological development
- Sensation and perception
- Attitudes, prejudice & discrimination
- Stress
- Learning and memory
- States of Consciousness – sleep
- Mental health

Key skills

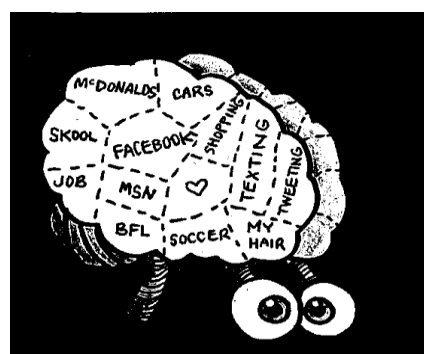
- Apply psychological models, theories and concepts to explain thoughts, emotions and behaviour
- Develop a range of science investigation skills through experimental tasks
- Apply research and ethical principles in the collection, analysis, evaluation and reporting of data
- Communicate clearly and accurately using appropriate terminology and conventions

Assessments

- Media analysis
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations
- Report
- Practical activities

Associated subjects

- Biology
- Chemistry
- Maths
- HHD



Sport and Recreation - VET

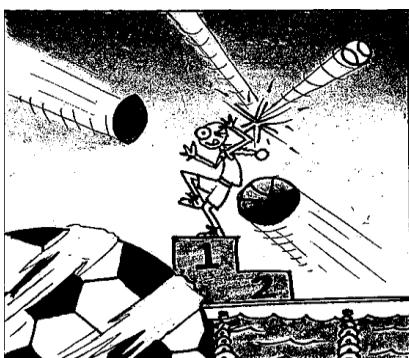
Sport and Recreation enables students to acquire and develop the skills, knowledge and confidence to work in the areas of sport and community recreation. Leadership and organisational skills, together with the knowledge of the sport and recreation industry will be developed primarily within theory classes and some practical sessions.

Students are eligible to apply for a nationally recognised Certificate III in Sport and Recreation and a Study Score can be achieved upon successful completion of Units 1, 2, 3 & 4.

Unit 1 & 2

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide Quality Service
- Respond to Emergency Situations
- Develop and update officiating knowledge
- Conduct sport, fitness or recreation events

A \$135 charge is attached to this subject.



Unit 3 & 4

- Participate in hazard identification, risk assessment and risk control
- Develop and update knowledge of coaching practices
- Conduct basic warm-up and cool down programs
- Plan and conduct programs
- Facilitate groups
- Educate user groups

Associated subjects

- Health and Human Development
- Physical Education

Associated career areas

- Fitness instructor
- Sports Coach
- PE Teacher
- Recreation Officer

A \$135 charge is attached to this subject

Systems Engineering

In this subject students develop an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system. Students develop skills in the safe use of tools, measuring equipment, materials, machines and processes to make mechanical and electronic systems.

Unit 1 – Introduction to mechanical systems

- Describe and use basic engineering concepts, principles and components, and using the Systems Engineering Process, design and plan a mechanical system.
- Make, test and evaluate a mechanical system using selected relevant aspects of the Systems Engineering Process

Unit 2 – Introduction to electro technology Systems

- Investigate, represent, describe and use basic electro technology and control engineering concepts, principles and components, and using the Systems Engineering Process, design and plan an electro technology system.
- Make, test and evaluate an electro technology system, using selected relevant aspects of the Systems Engineering Process

Unit 1 & 2 compulsory materials charge of \$80 per year, payable in advance.

“Systems Engineering” is considered a folio subject for selection purposes.

Associated Career areas

- Metal Fitter/Machinist
- Safety Inspector
- Mechanical Engineer
- Engineering Manager
- Engineering Technician

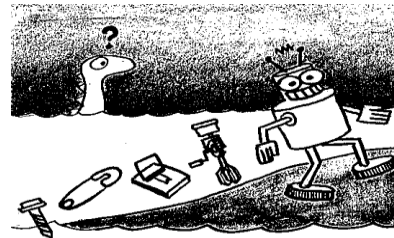
Unit 3 – Integrated systems engineering and energy

- Investigate, analyse and use advanced mechanical-electro technology, integrated and control systems concepts, principles and components, and using the Systems Engineering process, design, plan and commence construction of an integrated and controlled system.
- Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Unit 4 – Systems control and new and emerging technologies

- Produce, test and diagnose an advanced mechanical-electro technology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

Unit 3 & 4 compulsory materials charge of \$20 per year, payable in advance.



Textiles - Product Design and Technology

In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability

Unit 1 – Product Design and Sustainability

- This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Unit 2 – Collaborative design

- Producing and evaluating a collaborative designed product. Design teams generate a design brief from a relevant scenario. Materials, techniques and processes are used to transform design options into products and work across garment construction, accessories and soft furnishings according to their interests.

Unit 1 & 2 compulsory materials charge of \$35 per year, payable in advance.

Students may only choose one (1) Product Design and Technology subject.

“Textiles” is considered a folio subject for selection purposes.

Associated Career areas

- Wardrobe Supervisor
- Costume Maker/Designer
- Tailor
- Teacher
- Interior Designer

Unit 3 – Applying the Design Process

- In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints and considerations.

Unit 4 – Product Development and Evaluation

- In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Unit 3 & 4 compulsory materials charge of \$40 per year, payable in advance. Students will need to buy additional materials depending on their project



Visual Communication and Design

Visual Communication is a bridge between an idea and its intended audience. VCD covers 3 fields of design: communication (graphic) design, industrial (product) design and environmental (architecture) design. In the field of Design, visual communicators use text and/or image to communicate information. VCD students start with a design brief and go through a design process to develop a final presentation in response to the brief.

Unit 1 – Introduction to Visual Communication design

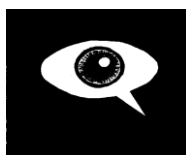
- Drawing as a means of Communication - Create drawings for different purposes using a range of drawing methods, media and materials.
- Design elements and design principles - Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Visual communication design in context - Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2 – Applications of visual communication design

- Technical drawing in context - Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- Type and imagery - Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Fee of \$30 per student

“VCD” is considered a folio subject for selection purposes.



Unit 3 – Design thinking and practice

- Analysis and practice in context – Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Design industry practice – Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Developing a brief and generating ideas - Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief. Experiment with media, methods and materials to create innovative design solutions.

Unit 4 – Design development and presentation

- Development of design concepts - Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief
- Final presentations – Produce final visual communication presentations that satisfy the requirements of the brief.

Fee of \$30 per student

Associated Career areas

- Graphic / Industrial Designer
- Architect
- Digital Games Designer
- Web Design

Wood - Product Design and Technology

In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability.

Unit 1 – Sustainable Product Redevelopment

- Design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.
- Select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2 – Collaborative design

- Design and plan a product or a range of products collaboratively in response to a design brief.
- Justify, manage and use appropriate production process to make a product safely and evaluate individually and as a member of a team, the process and materials used and the suitability of the product or components of a group product/s against the design brief.

Unit 1 & 2 compulsory materials charge of \$80 per year, payable in advance.

Students may only choose one (1) Product Design and Technology subject

“Wood - Product Design and Technology” is considered a folio subject for selection purposes.

Associated Career areas

- Builder
- Shop Fitter
- Industrial Designer
- Drafter
- Cabinet Maker

Unit 3 – Applying the Product design process

- **Design for end-user/s:** Investigate and define a design problem, and discuss how the design process leads to product design development.
- **Product development in industry:** Explain and analyse influences on the design, development and manufacture of products within industrial settings.
- **Designing for others:** Document the product design process used to meet the needs of end-user/s and commence production of the designed product.

Unit 4 – Product development and evaluation

- **Product analysis and comparison:** Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
- **Product manufacture:** Apply a range of production skills and processes safely to make the product design in Unit 3 and manage time and resources effectively and efficiently.
- **Product evaluation:** Evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

Unit 3 & 4 compulsory materials charge of \$80 per year, payable in advance.

YEAR 10 2018 SUBJECT CHOICES PLAN

School Future Intentions: VCE ☐ VCAL ☐
 Intentions after Secondary School: University ☐ TAFE ☐ Work ☐

Future Job Aspirations:

ELECTIVE SUBJECTS – You study 4 elective subjects per semester but you need to choose 12 subjects in total. Number them in 1 -12 in order of preference.

Learning Area	Subjects	Preferences (1-12)
COMMERCE	Commerce	
	Politics and the Law	
DIGITAL MEDIA	Media	
	Photography	
ENGLISH	English Literature 1	
	English Literature 2	
	Extra English	
HEALTH & PHYSICAL EDUCATION	Active Girls (girls only)	
	Health & Human Development	
	Physical Education General	
	Physical Education Specialist	
HUMANITIES	Earth and the Environment	
	History	
INFORMATION TECHNOLOGY (COMPUTING)	Information Technology (Applications)	
	Information Technology (Programming)	
LOTE	Italian (Semester 1 & 2)	
MATHEMATICS	Mathematical Methods Preparation	
PERFORMING ARTS	Dance	
	Drama	
	Music	
SCIENCE	Biology	
	Chemistry	
	Physics	
TECHNOLOGY	Food Technology (Advanced)	
	Food for Life, Food for Work	
	Materials & Systems: Wood	
	Textiles	
VISUAL ARTS	Architectural VCD	
	Art	
	Clay & 3D Art	
	Visual Communication Design	
OTHER	Pathways	

UNIT 1 & 2 VCE SUBJECTS

These units are offered to Year 10 students who have demonstrated a commitment and ability to meet the demands of a Unit 1 & 2 subject with a B average and Sub School approval. Students **MUST** read the VCE course handbook before selecting a VCE subject.

Area of Study	Subject	Preference (1-3)
COMMERCE	Accounting Unit 1 & 2	
	Business Management Unit 1 & 2	
	Economics Unit 1 & 2	
	Legal Studies Unit 1 & 2	
DIGITAL MEDIA	Media Unit 1 & 2	
	Studio Art (Photography) Unit 1 & 2	
ENGLISH	English Literature Unit 1 & 2	
HEALTH AND PHYSICAL EDUCATION	Health and Human Development Unit 1 & 2	
	Physical Education Unit 1 & 2	
HUMANITIES	Geography Unit 1 & 2	
	Global Politics Unit 1 & 2	
	History Unit 1 & 2	
COMPUTING	Computing (Information Technology) Unit 1 & 2	
PERFORMING ARTS	Drama	
	Music Performance	
SCIENCE	Biology Unit 1 & 2	
	Psychology Unit 1 & 2	
TECHNOLOGY	Food Studies Unit 1 & 2	
	Product Design & Technology (Textiles) Unit 1 & 2	
	Product Design and Technology (Wood) Unit 1 & 2	
	Systems Engineering Unit 1 & 2	
VISUAL ARTS	Studio Art (Art) Unit 1 & 2	
	Visual Communication Design Unit 1 & 2	
VET	VET Business Administration Unit 1 & 2	
	VET Creative and Digital Media (Screen and Media) Unit 1 & 2	
	VET Sport and Recreation Unit 1 & 2	

QUESTIONS TO ASK ABOUT MY SUBJECT CHOICES?

NOTES

[illegible]