

THE CITY SCHOOL FOR GIRLS

SUBJECT SELECTION HANDBOOK
YEAR 10 STUDENTS MIDDLE SCHOOL
2019



ACADEMY
OF MARY IMMACULATE

THE CITY SCHOOL FOR GIRLS

88 Nicholson St Fitzroy VIC 3065 academy.vic.edu.au



VISION

To be a premier learning community recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.

We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy.

MISSION

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students' spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.

VALUES

By living our values day-to-day, Academy girls discover what is important and can face each life challenge knowing they have the skills to make the best choice in each situation. From small personal actions to broader community and global initiatives, these six transforming values of Mercy are:

COMPASSION

At Academy, compassion and empathy lead to life-enhancing action.

COURAGE

At Academy, courage means taking a stand in the face of risk, sustained by our faith and trust in God.

HOSPITALITY

At Academy, hospitality is being a welcoming, inclusive community where we open our hearts and extend generosity.

JUSTICE

At Academy, justice and mercy are partners when forming relationships and building a strong community.

RESPECT

At Academy, we show respect for ourselves, to others, and care for the Earth – our common home.

SERVICE

At Academy, we use our gifts and talents to positively enhance the experiences of those around us.

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MESSAGE FROM THE PRINCIPAL



Dear Parents/Guardians

At the Academy of Mary Immaculate, we strive to adhere to our mission of providing rich and challenging educational experiences for the students in our care.

Our Year 10 students participate in a Middle School Program that provides them with a curriculum that is comprehensive, challenging and rigorous. Our students have thrived on the opportunity to consolidate their knowledge and comprehension of their core subjects whilst at the same time enjoying a system of non core that allows them to select interest based subject areas that involve cooperative and experiential learning.

The exercise of 'choosing' those non core subjects that will cater for a student's interest and possible career pathway into VCE is excellent practice for our students. We ask parents to listen to their daughters' interests and to encourage them to accept the challenge of making their own decisions on what they really would like to study in these most important 'Middle Years' of schooling.

This Middle School Handbook gives specific details of the Year 10 program for 2019. I invite you to read the information carefully so that you can gain an understanding of the structure of the Middle School Program and informed choices can be made.

Sr Mary Moloney rsm
Principal



MIDDLE SCHOOL CURRICULUM STRUCTURE

DEFINITIONS

A Unit refers to the study of a subject for a period of ONE semester. A Core Unit is a compulsory unit. A Non Core Unit is chosen by the student. The Key Learning Areas refer to the broad groups of subjects. The Key Learning Areas (**KLAs**) are Religious Education, English, Mathematics, Science, Visual Arts, Performing Arts, Humanities, Languages, Technology and Health and Physical Education.

GENERAL REQUIREMENTS

Year 10

At Year 10, students are required to study two semester units of Religious Education, English, Mathematics, Health, Physical Education and Science.

The units offered in Visual Arts, Performing Arts, Humanities and Technology are non core units. Students will study five non core units. There are no restrictions on the choice of electives that the girls can make. Four of the non core units will be studied as Semester Based Units. Students will study nine lessons per fortnight for these units.

The fifth non core unit will be studied in a program of four lessons per fortnight studied across the whole year.

At Year 10, Language is not compulsory. Students wishing to take more than two Language units are able to negotiate a change in the requirements with the Director of Programs.

At Year 10, students have a choice of studying Mathematics at one of two levels. Mathematics (General Pathway) is an accessible mathematics that prepares students for the possibility of studying Further Mathematics in VCE. Mathematics (Methods Pathway) is a more demanding study of mathematics that prepares students for the possibility of studying Mathematical Methods in VCE.

Year 10 students can choose to study the advanced English Unit called "Her Story". This is a demanding literature based study that prepares students for the possibility of studying Literature in VCE.

VCE ACCELERATION & VET IN YEAR 10

High achieving Year 10 students have the opportunity to study one VCE Unit 1 & 2 Study as part of their Year 10 studies.

The aim of this program is to provide high achieving Year 10 students with:

- an opportunity to be extended academically
- an opportunity to study a broader range of VCE subjects
- an opportunity to prepare appropriately for the study of a Unit 3 & 4 VCE Study as part of their Year 11 course in 2020

To be successful in the application to study a VCE Unit 1 & 2 Study in Year 10, the student's Year 9 Semester One and Semester Two Report must have:

- No NS or NGL or UG grades in ANY Subject
- An average grade in all Subjects of at least a B+
- No days absent without a College Approved Reason

These criteria look to identify mature and high achieving students who have the work habits to cope successfully with the high demands of **acceleration in a VCE program**.

Students who are successful in an application to study a VCE Unit 1 & 2 subject will join the relevant Year 11 class while studying their Year 10 subjects.

WHAT IS VET?

There are no prerequisites to study VET as part of the Year 10 program.

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE studies with vocational training.

FEATURES OF VET

- It is a two year program of nationally accredited vocational education and training.
- Enables students to complete a nationally recognised vocational qualification e.g. Certificate III in Media and the Victorian Certificate of Education (VCE) at the same time.
- Allows a student to go directly into employment or receive credit towards further study.
- Focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

At the Academy of Mary Immaculate, Year 10 students can choose to study one VET course offered as a regular part of the College timetable. This course is VCE VET Certificate III in Screen & Media (Creative and Digital Media).

WHY STUDY VET IN YEAR 10?

VET courses are assessed on the basis of competency learning. This allows teachers and students more flexibility and creativity in the design of work and assessment tasks.

If students complete two years of VCE VET Creative and Digital Media, the scored assessments that they complete will contribute directly to their Australian Tertiary Admission Ranking (ATAR) score. For many students who have studied a VCE VET, this is an excellent way to gain a high study score in an area which is of interest to them.

There are no acceleration prerequisites for the study of VCE VET Creative and Digital Media.

For students who have a creative interest in the uses and applications of technology, VCE VET Creative and Digital Media is a pathway to creative arts industry.

SUMMARY OF UNITS/CODES | COURSE SELECTION CHECKLIST

CORE UNITS & CODES

RELIGIOUS EDUCATION

Year 10 Religious Education 10REL

ENGLISH

Year 10 English 10ENG

MATHEMATICS

Year 10 Mathematics General Pathway 10MTC

Year 10 Mathematics Methods Pathway 10MTM

SCIENCE

Year 10 Science 10SCI

HEALTH AND PHYSICAL EDUCATION

Year 10 Health 10HED

Year 10 Physical Education 10PED

NON CORE UNITS & CODES

ENGLISH

Her Story 10EHS

LEARNING ENHANCEMENT PROGRAM

HUMANITIES

Year 10 History 10HHS

Year 10 Civics and Justice 10HJC

LANGUAGES

French: Tapis Volant 2 Units 1-6 : Sem 1 10FRE1

French: Tapis Volant 2 Units 7-12:Sem 2 10FRE2

Italian: Ecco 2A : Sem 1 10ITA1

Italian: Ecco 2A : Sem 2 10ITA2

Japanese: Ganbatte : Sem 1 10JAP1

Japanese: Omedetoo : Sem 2 10JAP2

PERFORMING ARTS

The Craft of Acting 10PCA

Music Performance A 10MUS1

Music Performance B 10MUS2

FOOD STUDIES

Focus on Food 10TFF

VISUAL ARTS

Fashion Illustration & Design 10ETD

Video Art 10EDA

Painting 10EPA

Visual Communication Design 10EDE

VGE UNITS: UNITS 1 & 2

HEALTH SCIENCES

1. Health and Human Development

2. Physical Education

3. Psychology *Students must attain an average grade of B or above for all Year 9 Science tests and semester examinations.*

HUMANITIES

4. History

5. Legal Studies

FOOD STUDIES

6. Food Studies: *Students must have studied Focus on Food in year 9.*

TECHNOLOGY

7. VET Creative & Digital Media

PERFORMING ARTS

8. Music *The benchmark for entry is AMEB Grades 3 or 4.*

9. Drama

SCIENCE

10. Biology *Students must attain an average grade of B+ or above for all Year 9 Science tests and semester examinations.*

CHECKLIST



COURSE SELECTION INFORMATION

The following checklist is a step by step guide to ensure successful selection of a program for 2019-2020. Students are encouraged to keep track of their progress this way.

- Do I understand all the requirements I have to meet?
- Have I read about all the electives offered by each Key Learning Area?
- Have I used the sample selection form to draft my choices?
- Do I understand that not all units may be available?
- Did I remember to choose 'emergency' units?
- Due date for On Line Submission: Midnight Friday 24 August 2018

THE SUBJECT SELECTION PROCESS

ON-LINE SUBMISSION OF YEAR 9 &10 ELECTIVE SELECTIONS.

All Year 9 students will receive a URL address for the On Line Subject Preferences and an individual Log In and Password.

The Students have until midnight **midnight Friday 24 August 2018** to enter their preferences.

The Students must enter one unit for each pull down menu.

When students have entered their On Line Subject Preferences for the last time, they must print a Subject Preference Receipt. This Subject Preference Receipt must be signed by both the student and a parent.

The On Line Preference Website will also require the students to submit two reserve preferences. These reserve preferences will be used by the College Timetabler in the case of a subject clash or in the case of a decision by the College not to run a subject.

In the event of a subject clash, the College Timetabler will allocate the student to an appropriate unit.

TERM 4

All students will receive final confirmation of their elective enrolment and a booklist for 2019 in Term 4.



Deadline to enter
NON CORE
preferences online is:
midnight - Friday,
24 August 2018



ACADEMY SAMPLE SELECTION FORM: YEAR 10 2019

Name _____ Homeroom _____

YEAR 10 2019 At Year 10, you must chose to Study Religious Education/PE, English, Maths and Science.
You have five "Free Choice" non core subjects.

Semester Unit Preference 1	
Semester Unit Preference 2	
Semester Unit Preference 3	
Semester Unit Preference 4	
Semester Unit Reserve 1	
Semester Unit Reserve 2	
Whole Year Unit Preference 7 Choose 1 of the following Non Core units: Her Story Painting Civics and Justice Fashion Illustration and Design	
Whole Year Unit Reserve 1	
Whole Year Unit Reserve 2	

CORE UNITS

RELIGIOUS EDUCATION

ENGLISH

MATHEMATICS

SCIENCE

HEALTH SCIENCES

RELIGIOUS EDUCATION

The study of Religious Education at the Academy of Mary Immaculate aims to allow students to:

- Develop their intellectual and spiritual potential
- Gain access to the Scriptures, traditions of the Catholic community and the Charism of Catherine McAuley and the Sisters of Mercy
- Respond to the activity of God in their lives and develop an ethical framework for resilient participation in society

YEAR 10 RELIGIOUS EDUCATION

In Semester 1 students cover the areas of Conscience and Decision Making, Social Justice and Community Action. Through the study of justice issues students develop an appreciation of the Christian values that constitute the foundation of acting justly. The second unit looks at conscience and its consequences for Christian living. Lastly, Community Action covers the outreach and reflection that students complete as they go out to act with Justice, Mercy and Compassion.

Semester 2 commences with a study of Scripture, with a focus on Mark's Gospel. Students examine the key aspects of Jesus' ministry. To conclude the semester students explore artistic representations of the sacrament of the Eucharist. Via an oral presentation they discuss their understanding of the Eucharist as presented in the artwork they examine.

ENGLISH

YEAR 10 ENGLISH

The Year 10 English course uses literature as a basis for focused work in the areas of reading, writing, and oral communication. In Semester One students read, study, and respond to an anthology of short stories, as well as the play *Romeo and Juliet* by William Shakespeare. In Semester Two students undertake a comparative study of two texts: *The Lot* by Michael Leunig and the film text *Gattaca*. Students also learn to write in a variety of genres and to gain experience in speaking formally in public. In addition, regular spelling and vocabulary tests are conducted.

MATHEMATICS

YEAR 10 MATHEMATICS METHODS PATHWAY

The study of mathematics enables students to acquire the mathematical knowledge, ways of thinking and confidence to use mathematics to:

- conduct everyday affairs, eg. monetary exchange, planning and organising events and measuring
- make informed decisions at the personal, community and vocational level
- engage in the mathematical study needed for further education and employment

Year 10 Methods Pathway allows students to select an advanced course of study. This Pathway prepares students for entry into the VCE Mathematics Units of VCE Mathematical Methods and/or VCE Specialist Mathematics. The content of this Pathway includes significant amounts of abstract mathematical content and includes topics such as Algebraic Expressions, Surds, Quadratic Algebra, Exponent Laws and Probability including restrictions.

Year 10 Methods Pathway Mathematics is designed to make students confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.

During the year students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability. A significant increased emphasis is placed on integrating technology into problem solving.

YEAR 10 MATHEMATICS GENERAL PATHWAY

Overview

Year 10 General Pathway prepares students for entry into the VCE Mathematics Units of VCE General Mathematics (Further). The content of this Pathway focuses on Mathematics that has real life applications and includes topics such as Linear Graphs, Algebra, Measurement, Space, Probability and Trigonometry.

Year 10 General Pathway addresses several areas of study. In addition to the further development of linear Algebra and Graphs, the Space strand consolidates earlier work on angles and polygons. Trigonometry is applied to a range of problems involving navigation and bearings and Number and measurement skills are consolidated and extended. Students also develop an increased understanding of Linear Relationships and Statistics and Probability is investigated during the year.

Students undertake skill tests, carry out problem solving tasks and complete investigation assignments. A significant increased emphasis is placed on integrating technology into problem solving.

SCIENCE

YEAR 10 SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, chemical, geological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

In Year 10, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. They explore and describe the universe and its origin using the theory of the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Students also explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.

They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. The role of DNA, genes in cell division and genetic inheritance and the current applications in genetics is also investigated.

HEALTH AND PHYSICAL EDUCATION

YEAR 10 HEALTH

Semester 1 focuses on the extension of student learning about the major tasks in establishing personal identity. Ways to express independence are discussed, as are the rights and responsibilities of the development of increasing independence. Students examine relationships and how different aspects vary between people over the passage of time. In their examination of health issues specific to women, they consider how different roles and responsibilities can affect their health and well-being. They explore a range of issues relating to sexuality and sexual health, learning strategies to support themselves and other young people.

The Semester 2 Health classes introduce the students to psychology, the notion of positive psychology and strategies for maintaining mental health and well-being. In the first aid unit, safety guidelines for participation in a variety of situations are examined and strategies involving basic first aid and resuscitation are practised.

YEAR 10 PHYSICAL EDUCATION

Semester 1 unit “Outside the Gym” introduces students to new sports and activities which require them to learn new skills or adapt previously learnt skills in a new context. They also examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community. They discuss ways to balance risk and safety, and refine and evaluate harm minimization strategies. They explore assertiveness strategies that could be used in a range of situations.

Through “Training the Athlete” in Semester 2, students investigate further the different components of fitness and how they vary between activities. They build an understanding of how the principles of training and exercise in areas such as strength, flexibility and endurance, relate to physical performance.

NON CORE UNITS

ENGLISH: HER STORY

LEARNING ENHANCEMENT SUPPORT

HUMANITIES

LANGUAGES

PERFORMING ARTS

FOOD STUDIES

VISUAL ARTS

ENGLISH

10EHS: Her Story

'Her Story' is an advanced unit of English that caters for students who wish to study Literature at VCE level. 'Her Story' examines the portrayal of girls and women in literature from times past through to the modern era.

Students study the work of many well-known authors by closely examining excerpts from famous novels, plays and poetry. The focus is on the role of girls and women in these stories, with special attention being paid to the cultural and social context in which the text is set. This unit allows students with a love of reading to further explore the heritage that is ours as speakers, readers and writers of English. In addition, students are required to produce extended pieces of writing in the creative and analytical modes.

LEARNING ENHANCEMENT SUPPORT

The Learning Enhancement Team at Academy understand and value the fact that each student learns differently and work in partnership with students, parents and teachers. Implementing and monitoring adjustments for continued growth and progress, the teams emphasis of support is predominately related to reading, writing and speaking-related tasks. This may include: specialists reports, normed assessments, student achievement grades and qualitative assessments. Students accessing Learning Enhancement services for extended periods are provided with Personalised Learning Plans. Parents attend Program Support Group meetings along with their daughter to discuss and review learning goals and strategies.

HUMANITIES

10HHS: History

The Making of the Modern World. 1939 - Present

The Level 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia Pacific region, and its global standing.

Study 1: World War 2

Students investigate World War 2 in depth, including the causes, events, outcome & broader impact of the conflict as an episode in world history and the nature of Australian involvement.

Study 2: Rights & Freedoms

This topic involves the study of human rights and how they have been ignored, demanded, or achieved in Australia and in the broader world context.

Study 3: The Globalising World

Students investigate one major global influence that has shaped Australian society during the twentieth century. Migration experiences from 1945 to the present, focussing on the contribution of migration to Australia's changing national identity and to its international relationships.

10HCJ: Civics and Justice

The aim of this unit is for students to gain an understanding of Australia's system of government and how it compares with another system of government in the Asian region, specifically Japan. Students also examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations, and also examine global connectedness and how this is shaping contemporary Australian society.

Government and Democracy

- Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region
- Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations.

Laws and Citizens

- Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples
- Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society.

LANGUAGES

FRENCH

10FRE1: French Semester 1

The Year 10 course covers a variety of topics such as household tasks, daily routines, holiday plans, discussing past events, social and leisure activities and visiting places around town. Grammar is revised in greater depth and more complex linguistic structures are introduced in order to strengthen and enhance speaking, writing, listening, and reading comprehension skills. French culture forms an intrinsic part of the course and is explored throughout each topic whilst incorporating the study of French linguistic structures.

10FRE2: French Semester 2

Throughout the course, the study of grammar focuses largely on helping students to utilise more complex tenses which will prepare them for the linguistic structures and challenges they will encounter at VCE level. The course is far more skill based and speaking, writing, listening, and reading comprehension skills become the main focus. Topics covered are buying food and drink, discussing physical activities and injuries, reflecting on past events at school, constructing a narrative, discussing personal relationships, giving advice, expressing future ambitions and discussing jobs and professions. A more analytical approach to the French language allows students to explore the different use of tenses as well as enhancing oral skills and language fluency.

ITALIAN

10ITA1: Italian Semester 1

This unit focuses on thorough revision of previously taught language. Additional structures such as reflexive verbs and object pronouns are introduced. Cultural aspects include healthy living and teenage lifestyles.

10ITA2: Italian Semester 2

Year 10 Italian students extend their communication skills in this unit through topics such as environmental issues, new technologies, holidays and future aspirations. They revise linguistic elements covered throughout the year and concentrate on the grammatical concepts of the past and imperfect tense of regular and irregular verbs, and transitive and intransitive verbs.

JAPANESE

10JAP1: Japanese Semester 1

The Year 10 Japanese course begins with a review of previously learned language and kanji characters. It then uses the topics of shopping, restaurants and fashion to improve skills and abilities to facilitate the study of new language patterns. The plain form of verbs and increasingly complex vocabulary and kanji are a consistent focus.

10 JAP2: Japanese Semester 2

The second semester of the Year 10 Japanese course continues to build on previously learned structures. New vocabulary and sentence patterns are introduced through topics such as part-time work, exchange students, famous people and identities. Students learn to express goals, explain reasons, make comparisons and discuss consequences. The study of kanji and of aspects of Japanese culture is extended.

PERFORMING ARTS

DRAMA

10PCA: The Craft of Acting

This unit is a study in the craft of the actor and how a character may be created, interpreted and performed. Students create characters from stimuli and interpret characters from existing play scripts, culminating in performance. Students also identify aspects of theatre history linked to their respective character contexts, as well as applying stagecraft to shape the meaning of their work. Students also acquire skills in analysing performance and dramatic form.

MUSIC

10MUS1: Year 10 Music

In this subject, students explore topics including:

- Performance Technique
- Group Performance
- Solo Performance
- Aural Comprehension and Music Theory
- Music Analysis
- Composition

Students explore the process of preparing a performance for a variety of audiences. They develop their skills as ensemble performers by engaging in class group performances, and expand their ability to perform as a soloist. Students also build on and improve their aural and theory skills.

Students interested in completing music at year 10 should be engaged in private instrumental lessons where possible, and/or have a keen interest in musicianship, composition and analysis.

NOTE: Students may select Music at both Year 9 and Year 10.

10MUS2: Music Performance B

This subject is designed to provide students with an introduction to, and preparation to undertake the VCE Music Performance course. Areas of study include: solo performance, ensemble performance, aural and theory skills and music analysis. It is highly recommended, that students receive individual tuition in their chosen instrument (including voice) for the duration of the subject.

Students develop their skills as a performer in both ensemble and solo contexts, and expand their knowledge of music through critical listening and aural and theory activities. Students should be enthusiastic about participating in practical music activities as both a soloist and/or group member.

Students may complete both, or one of Music Performance A and Music Performance B in Year 10. It is highly recommended that students who intend to study VCE Music Performance complete both Music Performance A and Music Performance B, if possible.

FOOD STUDIES

1OTFF: Focus on Food

Focus on Food investigates the role food plays in our lives and its relationship to good health, to enable students to make informed food choices. As these units are Technology subjects, the students develop knowledge, skills and behaviours related to investigating and designing, using appropriate planning processes and design briefs. Individually and in teams they will design and produce exciting recipes, using appropriate tools and equipment in a safe and hygienic manner. They will analyse and evaluate their processes and products to best meet the needs of consumers.

NOTE: Students may select Food at both Year 9 and Year 10

VISUAL ARTS

1OETD: Fashion Illustration & Design

The course will focus on developing skills in the methods of fashion illustration and the experimentation with a variety of media to render drawings. The unit will also cover developing a range of designs for garments drawn as fashion illustrations. Areas of textile art will also be covered such as working with fibres and fabrics, silk painting and creating pieces of wearable art. Students will also study the work of textile artists.

1OEDA: Video Art

This course introduces students to the creative applications of video technology. Students utilise industry standard digital production software, such as Adobe Premier and iMovie to produce a short film and a stop motion animation. Students will also study the emerging presence of video within contemporary art, through the analysis and comparison of video artists.

1OEPA: Painting

In this unit, students will learn the basic principles of painting in acrylic on canvas. Emphasis will be placed on developing the students self confidence and creativity through the structured learning of relevant techniques. These include developing compositions, colour theory, colour mixing, working with a restricted palette, blocking in and various approaches to brush work. Students will produce a folio of paintings and visit galleries to view examples of professional painting and produce a written analysis piece based on these visits.

1OEDE: Visual Communication Design

Students will explore the graphic designs of professionals to generate and develop ideas for making graphic communications. Students will be required to consider a particular audience and apply conventions of design elements and principles to achieve desired effects. Graphic designs that are both two dimensional and three dimensional will be produced using techniques of freehand and technical drawing using manual and digital methods.

VCE UNITS 1 & 2

HEALTH SCIENCES

Health & Human Development

Physical Education

Psychology

HUMANITIES

History

Legal Studies

FOOD STUDIES

TECHNOLOGY

VET Creative & Digital Media

PERFORMING ARTS

Drama

Music

SCIENCE

Biology

HEALTH SCIENCES

HEALTH AND HUMAN DEVELOPMENT

RATIONALE

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

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

In this unit students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians.

OUTCOME 1

On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

OUTCOME 2

On completion of this unit the student should be able to explain apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

OUTCOME 3

On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

ASSESSMENT

1. Structured questions
2. Data Analysis
3. Powerpoint Presentation
4. Examination

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility.

Students explore the Australian healthcare system and extend their capacity to access and analyse health information

OUTCOME 1

On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

OUTCOME 2

On the completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

OUTCOME 3

On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

ASSESSMENT

1. Case Study Analysis
2. Structured questions
3. Report - based on a set of questions
4. Examination

PHYSICAL EDUCATION

RATIONALE

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

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching and health promotion.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: THE HUMAN BODY IN MOTION

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

Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

OUTCOME 1

On completion of this unit student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

OUTCOME 2

On completion of this unit student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

ASSESSMENT

- Written report
- Practical laboratory report
- Case study
- Data analysis
- Multimedia presentation
- Structured questions
- Examination

UNIT 2: PHYSICAL ACTIVITY SPORT AND SOCIETY

This unit students are introduced to types of physical activity and the role participation in physical activity and sedentary behavior plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups

Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

OUTCOME 1

On completion of this unit student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

OUTCOME 2

On completion of this unit student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

ASSESSMENT

- Written report
- Multimedia presentation
- Oral presentation
- Structured questions
- Examination

PSYCHOLOGY**RATIONALE**

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

ENTRY

Students must attain an average grade of B or above for all Year 9 Science tests and semester examinations and must meet the VCE Acceleration requirements

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

OUTCOME 1

On completion of this unit student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

OUTCOME 2

On completion of this unit student should be able to identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.

OUTCOME 3

On completion of this unit student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

This unit looks at a person's thoughts, feelings and behaviours that are influenced by a variety of biological, psychological and social factors. Students look at aspects of human perception – vision and taste and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

OUTCOME 1

On completion of this unit students should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

OUTCOME 2

On completion of this unit students should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

OUTCOME 3

On completion of this unit students should be able to on completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

ASSESSMENT

- Written report
- Research investigation
- Data analysis
- Media analysis
- Structured questions
- Reflective learning journal / blog
- Examination

HUMANITIES

HISTORY

RATIONALE

The study of VCE History assists students to understand themselves, others and their world. The study broadens their perspective through the examination of people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change. The world is not as it always has been and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables students to make links between historical sources and the world in which they were produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Historians do not always agree about the meaning that is taken from the past and historical interpretations are often subject to academic and public debate. The study of History equips students to take an informed position on such matters, helping them develop as individuals and citizens.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: TWENTIETH CENTURY HISTORY 1918–1939

AREA OF STUDY 1: Ideology and conflict

- What impact did the treaties which concluded World War One have on nations and people?
- What were the dominant ideologies of the period?
- What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies

of socialism, communism and fascism gained popular support. Communism emerged in Russia after the 1917 Bolshevik Revolution. Fascism first emerged in Italy where the Italian Fascist Party gained power in 1922 and before the end of the decade fascist parties existed in several European countries. In 1933, Adolf Hitler's National Socialist (Nazi) Party gained power in Germany. In Japan, the government was increasingly influenced by the military and by anti-Western attitudes, shaping much of its political and social action. In the wake of World War One, the USA pursued an isolationist policy and while the 'Roaring Twenties' was a decade of economic growth, the thirties saw considerable suffering as a result of the Depression.

Economic instability, territorial aggression and totalitarianism combined to draw the world into a second major conflict in 1939.

OUTCOME

On completion of this unit students should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

To achieve this outcome the student will draw on key knowledge and key skills.

AREA OF STUDY 2: Social and cultural change

- What continuity and what change is evident between the 1920s and 1930s in social and cultural life?
- How did ideologies affect the daily lives of people?
- How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?

In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/ or USA.

The period between the wars was characterised by significant social and cultural change. While the 1920s was largely marked by optimism and material prosperity in the West, by contrast the 1930s was a period of severe economic hardship for many dominated by the impact of the Great Depression. The emergence of new governments in Italy, Germany and Japan at the end of World War One led to the emergence of societies driven by new ideologies and in some countries the consequent oppression and persecution of certain groups, the most extreme case being the Holocaust of Nazi Germany. In the USSR, the establishment of a communist regime in 1917 was initially greeted with support by a large proportion of the people, but under Stalin millions of people were forced to work in state-owned factories and farms and dissenters were sent to labour camps.

In the USA controls such as prohibition and race segregation affected the lives of many people during the decades between the wars. While the 1920s was characterised by material progress, increased personal freedoms and unprecedented economic growth, the Great Depression brought hardship.

The creative arts both reflected and challenged social life and change in this period where mass entertainment and information by means of radio and film became widespread.

OUTCOME 2

On completion of this unit students should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2, focusing on one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

1. A historical inquiry
2. An analysis of primary sources
3. An analysis of historical interpretations
4. An essay

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

UNIT 2: TWENTIETH CENTURY HISTORY 1945–2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

AREA OF STUDY 1: Competing ideologies

- What were the causes of the Cold War?
- What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?
- What was the impact of the Cold War on nations and people?
- What led to the end of the Cold War?

In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945–1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam.

They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and a space race with competition also extending to sport and the arts. Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the Soviet Union in 1991.

OUTCOME 1

On completion of this unit students should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1

AREA OF STUDY 2: Challenge and change

- What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?
- How did the actions and ideas of popular movements and individuals contribute to change?
- What impacts did challenge and change have on nations and people?

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

While the Cold War dominated the second half of the twentieth century, political and social challenge and change occurred within and between nations based on religion, nationalism, race, gender and human rights. Developments in mass communication including the internet and satellite television meant that many of the political and social movements transcended national boundaries and were exposed to a global audience.

Independence movements led to the emergence of new nations. Some, like Algeria, achieved sovereignty through armed struggle; others, including Papua New Guinea, through diplomatic means. While terrorism was not a new historical phenomenon, it took on new dimensions and became increasingly globalised. Other conflicts continued in the second half of the century. These included the Arab–Israeli conflict, the struggle against Apartheid in South Africa and conflict in Northern Ireland. In the Western world groups emerged to challenge the ways that power structures were organised, distributed and used. Traditional attitudes to race, war, gender, sexuality, religion, the environment and human rights were questioned.

Students study challenge and change in relation to two of the following:

- Decolonisation movements in Africa or the Asia Pacific such as Algeria, Congo, Indonesia, Cambodia, Malaya, East Timor, Papua New Guinea
- Campaigns by terrorist groups such as EOKA (Cyprus), ETTA (Spain), FLN (Algeria), Bader Meinhoff (West Germany), Japanese Red Army, Black September,

Symbionese Liberation Army (USA), Irish Republican Army, Al Jihad, Hezbollah, and Al Qaeda

- Other conflicts such as the Arab–Israeli dispute, the anti-Apartheid movement in South Africa, the Irish ‘troubles’
- Social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement.

Soviet Union in 1991.

OUTCOME 2

On completion of this unit students should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

1. A historical inquiry
2. An analysis of primary sources
3. An analysis of historical interpretations
4. An essay

LEGAL STUDIES**RATIONALE**

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the

legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: GUILT AND LIABILITY

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

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

AREAS OF STUDY

1. Legal Foundations
2. The Presumption of Innocence
3. Civil Liability

OUTCOMES

On completion of this unit students should be able to:

- Describe the main sources and types of law, and assess the effectiveness of laws.
- Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

ASSESSMENT

1. Folio and report
2. Test
3. Essay
4. Case Study
5. Examination

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia

AREAS OF STUDY

1. Sanctions
2. Remedies
3. Rights

OUTCOMES

On completion of this unit students should be able to:

- Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches
- Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

ASSESSMENT

1. Case study
2. Structured assignment
3. Essay
4. Tests
5. Examination

FOOD STUDIES

RATIONALE

VCE Food Studies focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between Food Studies as they develop their skill in food preparation.

Contemporary society is aware of the links between food, food processing, nutrition, health and well-being, and issues associated with these have become a high priority for consumers. VCE Food Studies challenges students to make these links and provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle.

ENTRY

Students applying to study this subject must have studied Focus on Food in Year 9 and must meet the VCE Acceleraton requirements

UNIT 1: FOOD ORGINS

AREAS OF STUDY 1: Food around the world

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in the food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

AREAS OF STUDY 2: Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether

Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants

OUTCOMES

On completion of this unit students should be able to:

- Identify and explain major factors in the development of a globalised food supply
- Demonstrate adaptations of selected food from earlier cuisines through practical activities
- Describe patterns of change in Australia's food industries and cultures
- Use foods indigenous to Australia and those introduced through migration in the preparation of food products

UNIT 2: FOOD IN AUSTRALIA

AREAS OF STUDY 1: Food Industries

In this area of study students focus on the commercial production of food in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors.

Students apply an inquiry approach, with the emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

AREAS OF STUDY 2: Food in the Home

In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate then using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their 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. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

OUTCOMES

On completion of this unit students should be able to:

- Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply
- Design a brief and a food product that demonstrate the application of commercial principals
- Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home
- Design and create a food product that illustrates potential adaption in a commercial context

ASSESSMENT

For Units 1 & 2 assessment tasks will include:

- Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply
- Design a brief and a food product that demonstrates the application of commercial principles.

TECHNOLOGY**CERTIFICATE III IN SCREEN AND MEDIA****V1VDM: VCE/VET Creative and Digital Media**

Possible future career opportunities: Graphic Designer, Media Producer, Publisher, Editor, Screen Printer, Multimedia Developer, Games Developer, Website Developer.

Unit 1 & 2 Program Content

Students will learn a variety of software skills including Photoshop, Dreamweaver, Audacity and Flash. The course prepares students for the Multimedia and Media Industries. OH&S, design, creativity and workplace skills are emphasised throughout the course.

Contribution to VCE

VCE: This program offers four units at the VCE. Two units are at the Unit 1 & 2 level and two units are at the 3 & 4 level.

COURSE STRUCTURE: UNITS OF COMPETENCE

UNITS 1 & 2 **NB** The nominal hours for each unit indicate levels of demand and difficulty.

COMPULSORY UNITS

BSBCRT301: Develop and extend critical and creative thinking skills	40
CUAIND301: Work effectively in the screen and media industries	50
BSBWHS301: Contribute to the health and safety of self and others	20

NON CORE UNITS: Three non core units have been chosen for a minimum of 80 hours

CUADIG303: Produce & prepare photo images	20
CAUSOU304: Prepare audio assets	30
BSBDES201: Follow a design process	40

ENTRY

There are no prerequisites for entry to this subject

ASSESSMENT

Students are required to demonstrate competency in the units competency together with the following Assessment Tasks:

1. Poster using Adobe Photoshop
2. Animation using Adobe Flash
3. Website using Adobe Dreamweaver

PERFORMING ARTS**MUSIC****RATIONALE**

Music is an integral part of all cultures and societies. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

ENTRY

The general benchmark for entry to Music Performance Units 1 & 2 is AMEB Grade 4 (or equivalent) for instrumentalists, or AMEB Grade 3 (or equivalent) for vocalists. **Students must also be concurrently be enrolled in weekly individual instrumental/vocal lessons, with a suitably qualified teacher.** Final approval for enrolment in VCE Music Performance Units 1 to 2 will be granted following an interview with the Performing Arts Learning Leader.

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1

DESCRIPTION

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

OUTCOMES

On completion of this unit students should be able to:

- Prepare and perform a practised program of group and solo works
- Demonstrate instrumental techniques used in performance of selected works and describe influences on their approach to performance
- Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

UNIT 2

DESCRIPTION

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

OUTCOMES

On completion of this unit students should be able to:

- Prepare and perform a musically engaging program of group and solo works
- Demonstrate instrumental techniques used in performance of selected works, and describe influences on their approach to performance.
- Identify, re-create, notate and transcribe elements of

music, and describe how selected elements of music have been interpreted in performance

- Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance

ASSESSMENT

For Units 1 & 2 assessment tasks will include a selection of the following:

1. Solo performance recital
2. Technical work: practical and written assessment
3. Music analysis task
4. Aural and written tests

DRAMA

RATIONALE

The study of Drama focuses on the development of expressive skills and the development and performance of imagined characters. This is achieved through refining skills, techniques and processes that contribute to the creation and presentation of dramatic works.

This study also provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of social, political, cultural and historical contexts. Students develop an understanding of the language of drama including terminology appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: DRAMATIC STORYTELLING

DESCRIPTION

This unit focuses on creating, presenting and analysing a performance that includes real or imagined characters, based on personal, cultural and community experiences and stories.

Students examine storytelling through the creation of solo and/or ensemble performances and manipulate expressive skills in the creation and presentation of characters. They develop an awareness of how characters are portrayed in naturalistic and non-naturalistic performance styles. They investigate a range of stimulus

material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

This unit also involves analysis of a student's own performance and analysis of a performance by professional practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

OUTCOMES

On completion of this unit students should be able to:

- Use play-making techniques to devise solo and/or ensemble drama works based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop these performance works
- Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience
- Analyse the performance of work created and presented in Outcomes 1 and 2
- Evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance

UNIT 2: CREATING AUSTRALIAN DRAMA

DESCRIPTION

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Students' knowledge of how dramatic elements are manipulated through performance is further developed in this unit. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work.

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism. The application of dramatic and stagecraft elements and the development of expressive skills to create and communicate dramatic form will be explored in the student's own work and in a professional performance work.

OUTCOMES

On completion of this unit students should be able to:

- Use a range of stimulus material to create a solo or ensemble performance work
- Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and

stagecraft in the presentation of a performance work to an audience

- Analyse and evaluate the creation, development and performance of characters, as applied to the performance styles of the student's own work
- Identify use of theatrical conventions, describe performance styles and analyse and evaluate how dramatic elements have been used in a drama performance

ASSESSMENT

For Units 1 & 2 assessment tasks will include a selection of the following:

- Ensemble performance
- Written analysis of ensemble performance
- Analysis of a professional performance
- Solo performance
- A written analysis of the solo performance

SCIENCE

BIOLOGY

RATIONALE

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

ENTRY

Students applying to study Units 1 & 2 Biology must meet the VCE Acceleration requirements and must attain an average grade of C or above for all Year 9 Science tests and semester examinations.

STRUCTURE

The study is made up of two units.

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.

Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

AREAS OF STUDY 1**How do organisms function?****OUTCOME 1**

On completion of this unit the student should be able to explain how cellular structures and systems function to sustain life.

AREAS OF STUDY 2**How do living things stay alive?****OUTCOME 2**

On completion of this unit the student should be able to explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.

AREAS OF STUDY 3**Practical Investigation****OUTCOME 3**

On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Areas of Study.

AREAS OF STUDY 1**How do cellular processes work?****OUTCOME 1**

On completion of this unit the student should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

AREAS OF STUDY 2**How do cells communicate?****OUTCOME 2**

On completion of this unit the student should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

YEAR 10 SUBJECT SELECTION HANDBOOK 2018



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