



ACADEMY
OF MARY IMMACULATE



YEAR 10 COURSE GUIDE

2024

THE CITY SCHOOL FOR GIRLS

TABLE OF CONTENTS

INTRODUCTION.....	3
MIDDLE SCHOOL CURRICULUM STRUCTURE.....	4
SUMMARY OF UNITS Course selection checklist Course selection process.....	7
CORE UNITS	11
Elective Unit HUMANITIES.....	16
Elective Unit LANGUAGES.....	17
Elective Unit PERFORMING ARTS.....	18
Elective Unit TECHNOLOGY	19
Elective Unit VISUAL ARTS	20
VCE ACCELERATION UNITS 1 & 2	21
VCE ACCELERATION HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2	23
VCE ACCELERATION PHYSICAL EDUCATION UNITS 1 & 2.....	25
VCE ACCELERATION PSYCHOLOGY UNIT 1 & 2	27
VCE ACCELERATION History MODERN HISTORY UNIT 1 & 2.....	29
VCE ACCELERATION History LEGAL STUDIES UNITS 1 & 2.....	32
VCE ACCELERATION History BUSINESS MANAGEMENT UNITS 1 & 2.....	34
VCE ACCELERATION FOOD STUDIES UNITS 1 & 2.....	36
VCE ACCELERATION Performing Arts MUSIC UNITS 1 & 2.....	38
VCE ACCELERATION Performing Arts DRAMA UNITS 1 & 2	40
VCE ACCELERATION BIOLOGY UNITS 1 & 2.....	42
VCE ACCELERATION GENERAL MATHEMATICS UNITS 1 & 2.....	44

Appendices

INTRODUCTION

At Academy, 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.

Middle School is both a rich and challenging experience.

Sr Mary Moloney rsm, Principal

Our students have appreciated the opportunity of consolidating their knowledge and understanding of their core subjects whilst at the same time enjoying the option of elective subjects that allow them to select interest based subject areas that involve cooperative and experiential learning.

The exercise of 'choosing' those elective 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 about what they really would like to study in these most important 'Middle Years' of schooling.

The Middle School Handbook provides specific details of the Year 10 program for 2024. 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.

MIDDLE SCHOOL CURRICULUM STRUCTURE

The Year 10 program at the Academy allows students to engage in a broad curriculum and begin to plan their senior secondary program of study. Students build on their experience in Year 9 and the Synergy program by continuing to identify and explore their passions and identify their areas of strength.

OVERVIEW

Year 10 is when students begin to prepare for their future and is often seen as an introduction to senior school and VCE. All students sit semester examinations, build choice in their program and some students start their VCE journey.

The Year 10 program is designed to help students maintain a connection with the community through Community Action and Work Experience. Students are also able to take ownership of their own learning by choosing subjects that they enjoy, are good at and prepare them for their future.

Throughout Year 10, students are well supported by their mentors, teachers and the wellbeing team. The Extended Mentor Group program develops the skills and dispositions to be successful in their final few years of secondary schooling.

LEARNING ENHANCEMENT

The Learning Enhancement Team at Academy understand and value the fact that each student learns differently.

During the Senior Secondary stages of schooling, the Learning Enhancement Team continue to work in partnership with the students, parents and their teachers. Support is customised to reflect individual student learning, wellbeing or physical

needs. The Learning Enhancement Team implement and monitor adjustments for continued growth and work closely with our young women in building their independence and self-efficacy. The emphasis of support is predominately related to reading, writing and speaking related learning tasks.

GENERAL REQUIREMENTS

At Year 10, students are offered a variety of options and can choose subjects that best suit their interests and abilities. Students are required to study two semester units of Religious Education, English, Mathematics*, Science and Health and Physical Education.

CORE and ELECTIVE UNITS

A 'unit' refers to the study of a subject for a period of one semester. A Core Unit is a compulsory unit, whereas an Elective Unit is chosen by you.

YEAR 10 FIVE CORE UNITS

RELIGIOUS EDUCATION

ENGLISH

MATHEMATICS

SCIENCE

HEALTH AND PHYSICAL EDUCATION

ELECTIVE UNITS

In Year 10, there are six key learning areas you can choose elective units from, including:

ELECTIVE UNITS
ENGLISH
HUMANITIES
LANGUAGES
PERFORMING ARTS
TECHNOLOGY
VISUAL ARTS

In addition to the core subjects students choose any five elective units from Visual Arts, Performing Arts, Humanities, Languages, English and Technology. Four of the elective units will be studied as Semester Based Units. Students will study nine lessons per fortnight for these units. The fifth elective unit will be studied in a program of four lessons per fortnight studied across the whole year.

Students who choose a Language must study this across the whole year and it counts as two of their Semester Based elective units. Students wishing to take more than two Language units are able to negotiate a change in the requirements with the Deputy Principal, Learning & Teaching

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

VCE ACCELERATION

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
- study a broader range of VCE subjects
- prepare appropriately for the study of a Unit 3 & 4 VCE Study as part of their Year 11 course of study.

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:

1. An average grade in all Subjects of at least 85%
2. No NS or NGL or UG grades in ANY Subject
3. 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.

SUBJECTS AVAILABLE FOR ACCELERATION

Biology

Business Management

Food Studies

Health and Human Development

History

Legal Studies

Psychology

Physical Education

General Mathematics
(available to students who study Year 10 Methods Pathway in Year 10)

Mathematical Methods
(available to students who are currently enrolled in Year 10 Methods Pathway).

VET (Vocational and Educational Training)

Vocational Education and Training refers to enhanced senior school studies, which enable a

secondary student to combine their VCE studies with vocational training.

Examples of VET courses available for Year 11 & 12 include:

VET COURSES Yr 11 & 12
Animal Studies
Applied Fashion Design & technology
Automotive Vocational Preparation
Building & Construction
Community Services
Dance
Equine Studies

VET COURSES Yr 11 & 12
Hospitality & Kitchen Operations
Music Industry
Sport & Recreation

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 Screen and 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.

SUMMARY OF UNITS

Course selection checklist

Course selection process

SUMMARY OF UNITS | COURSE SELECTION CHECKLIST

YEAR 10 CORE UNITS & CODES

RELIGIOUS EDUCATION

Year 10 Religious Education

ENGLISH

Year 10 English

MATHEMATICS

Year 10 Mathematics – General Pathway

Year 10 Mathematics – Methods Pathway

SCIENCE

Year 10 Science

HEALTH AND PHYSICAL EDUCATION

Year 10 Health

Year 10 Physical Education

SEMESTER BASED ELECTIVE UNITS

HUMANITIES

Year 10 History

LANGUAGES (Count as two Semester Units)

Year 10 French

Year 10 Italian

Year 10 Japanese

PERFORMING ARTS

Year 10 The Craft of Acting

Year 10 Music Performance

TECHNOLOGY

Year 10 Focus on Food

Year 10 Cyber Sleuthing

VISUAL ARTS

Year 10 Video Art

Year 10 Visual Communication Design

FULL YEAR ELECTIVES

ENGLISH

Year 10 Her Story

HUMANITIES

Year 10 Civics & Business

VISUAL ARTS

Year 10 Fashion Illustration & Design

Year 10 Painting

VCE UNITS: UNITS 1 & 2

HEALTH AND PHYSICAL EDUCATION

1. **Health and Human Development**
2. **Physical Education**
3. **Psychology**

HUMANITIES

4. **History**
5. **Legal Studies**
6. **Business Management**

FOOD STUDIES

7. **Food Studies:** *Students must have studied Focus on Food in Year 9.*

MATHEMATICS

8. **General Mathematics:** *Students must continue into Year 10 Mathematics – Methods Pathway*
9. **Mathematical Methods:** *Only available to students who are currently studying Year 10 Mathematics – Methods Pathway as a Year 9 student*

SCIENCE

10. **Biology**



CHECKLIST

COURSE SELECTION INFORMATION

The following checklist is a step by step guide to ensure successful selection of a program for 2024. 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 **Sunday 20 August 2023**

THE SUBJECT SELECTION PROCESS

ON-LINE SUBMISSION OF YEAR 10 ELECTIVE SELECTIONS.

All Year 9 students will receive an email with an individual Login & Password to the **Online Subject Preferences** Portal.

The Students have until **midnight Sunday 20 August 2023** 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 and returned to their mentor.

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 2024 in Term 4.



Deadline to enter
preferences online is:
midnight - Sunday 20
August 2023

Core Unit

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.

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.

Core Unit

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 a text. In Semester Two students undertake a study of a given framework and explore various forms of writing. Students also gain experience in speaking formally in public. In both semesters students are taught the skills of an analysis, in particular, the analysis of literary and media texts.

Core Unit

MATHEMATICS

In Year 10, there are two pathways: Methods and General.

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.

MATHEMATICS GENERAL PATHWAY

Year 10 General Pathway prepares students for entry into the VCE Mathematics Units of VCE General or Foundation Mathematics. (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.

Core Unit

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.

Core Unit

HEALTH AND PHYSICAL EDUCATION

In Year 10, Health and Physical Education can be studied independently of each other, offering an in-depth exploration of each of their areas.

HEALTH

Semester 1 focuses on the extension of student learning about the major life moments that help to establish personal identity. Ways to express independence are discussed, as are the rights and responsibilities of the development of increasing independence. . Respectful relationships are also investigated looking closely at empowering women through challenging situations.

In their examination of health issues specific to women, they consider how different roles and responsibilities can effect their health and well-being. They explore a range of issues relating to pregnancy and childbirth. In Semester 2 the first aid unit covers safety guidelines for participation in a variety of situations and strategies involving basic first aid and resuscitation are practiced

PHYSICAL EDUCATION

Throughout the year students learn Self Defence and engage in theoretical and practical sessions which are run by an expert. Students will also investigate a variety of Indigenous games and the role physical activity and sport play in the lives of Australians and how this has changed over time. Through the 'Training the Athlete' unit students will further understand different fitness components and they vary between activities, they build an understanding of training principles in areas such as strength, flexibility and endurance. They will also study an Inclusive Games unit which aims to increase awareness of opportunities available for people with disabilities to participate in sport whilst breaking down some barriers they face.

Elective Unit

ENGLISH: HER STORY

In Year 10, is one elective English unit you can choose from.

'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, films 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.

Elective Unit

HUMANITIES

In Year 10, there are 2 Humanities units you can choose from.

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.

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.

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.

CIVICS & BUSINESS

In semester 1 students 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.

In semester 2, students explore aspects of the economy such as the influences on consumer choices and the power of advertising and marketing. They look at financial decision making in relation to major purchases such as buying a car. They also will investigate the importance of innovation in the Australian economy and the changing nature of the Australian workplace.

Areas of study

Semester 1

1. Government and Democracy Test
2. Human Rights Presentation

Semester 2

1. Market and advertising a business
2. Personal budgeting strategies

Elective Unit

LANGUAGES

In Year 10, is three elective Language units you can choose from.

ITALIAN

Semester 1 Italian focuses on thorough revision of previously taught language. Students concentrate on the grammatical concepts of the past and imperfect tense, applying them to regular and irregular verbs, and transitive and intransitive verbs. Topics covered include celebrations, daily routines, leisure activities and past experience.

In Semester 2, Year 10 students extend their communication skills in this unit through topics such as emigration and future plans. They revise linguistic elements covered throughout the year. Additional structures, such as object pronouns and the future tense are introduced.

JAPANESE

In 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.

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, and directions. Students learn to express goals, explain reasons, make comparisons and

discuss consequences. The study of kanji and of aspects of Japanese culture is extended.

FRENCH

Semester 1 French in Year 10 covers a variety of topics, such as household tasks, daily routines, holiday plans, discussing past events, social and leisure activities, buying food and drink, 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, while incorporating the study of French linguistic structures.

Semester 2 covers 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 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 enhance oral skills and language fluency.

Elective Unit

PERFORMING ARTS

In Year 10, are two Performing Arts elective units you can choose from.

DRAMA

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.

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

MUSIC

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 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.

Elective Unit

TECHNOLOGY

In Year 10, are two Technology elective units you can choose from.

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. Students also investigate and make judgements on the ethical and sustainable production of food. 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 in both Year 9 and Year 10.

CYBER SLEUTHING

Cyber Sleuthing is intended to enable students to gain a better understanding of the digital world. It is also designed to develop knowledge necessary for students who may like to continue digital technologies studies.

Students will learn how to program micro-processors and apply this knowledge in a practical situation. Students will create meaning through data including learning to write SQL statements to interrogate databases.

They will also further build on their computer programming skills (including cyber security and cryptography) gained in earlier years and learn about computer networks and network security.

Cyber Sleuthing aims to respond to the global trend regarding the changing nature of work. As students enter the workforce, they will experience new demands for new skills which include skills and understanding in technology.

Elective Unit

VISUAL ARTS

In Year 10, are four Visual Arts elective units you can choose from.

FASHION ILLUSTRATION & DESIGN

The course will focus on developing skills in the methods and techniques 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. Research undertaken on past and present fashion illustrators and different styles of illustration, will aid students in developing their own individual styles of illustration.

VIDEO ART

This course introduces students to the creative applications of video technology. Students access open source, free, digital editing software to produce video art. Firstly, students produce a short film, based on a study the four genres of stop motion animation. Their second major folio piece incorporates contemporary arts practices such as appropriation and video installation.

They produce a video inspired by Local Neighbourhood Video Projection Festivals. In addition to their folio work, students will learn how to compare and analyse the work of contemporary video artists.

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.

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 ACCELERATION

UNITS 1 & 2

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

The following VCE units are available to acceleration:

Health And Physical Education

Health and Human Development

Physical Education

Psychology

Humanities

History

Legal Studies

Business Management

Food studies

Performing arts

Drama

Music

Science

Biology

Mathematics

General Mathematics

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.

VCE ACCELERATION ENTRY REQUIREMENTS

Students must meet the VCE Acceleration requirements for each subject. 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:

1. An average grade in all Subjects of at least 85%
2. No NS or NGL or UG grades in ANY Subject
3. 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.

General Mathematics

Students applying to study this subject must meet the VCE Acceleration requirements and have achieved an average of 80 or above average in Year 9 Advanced Mathematics Stream.

Biology

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.

Music

The general benchmark for entry to Music Units 1 & 2 is AMEB Grade 4 (or equivalent). 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 Units 1 & 2 will be granted following an interview with the Performing Arts Learning Leader and VCE Music Teacher.

Food Studies

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

Psychology

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.

VCE ACCELERATION

HEALTH AND HUMAN DEVELOPMENT

UNITS 1 & 2

There are three VCE Acceleration subjects for which you can complete Units 1 & 2: Health and Human Development, Physical Education, and Psychology.

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.

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 TASKS: UNIT

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 TASKS: UNIT 2

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

VCE ACCELERATION

PHYSICAL EDUCATION

UNITS 1 & 2

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.

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 TASKS: UNIT 1

1. Written report
2. Practical laboratory report
3. Case study
4. Data analysis
5. Multimedia presentation
6. Structured questions
7. 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 TASKS: UNIT 2

1. Written report
2. Multimedia presentation
3. Oral presentation
4. Structured questions
5. Examination

VCE ACCELERATION

PSYCHOLOGY

UNIT 1 & 2

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.

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

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

OUTCOME 1

On completion of this unit the student should be able to discuss complexity of psychological development over the lifespan, and evaluate ways of understanding and representing psychological development.

OUTCOME 2

On completion of this unit student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

OUTCOME 3

On completion of this unit student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

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

In this area of study students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. Students consider how factors such as person perception, attributions, attitudes and stereotypes can be used to explain the cause and dynamics of individual and group behaviours. Students explore how cognitive biases may assist with the avoidance of cognitive dissonance. They also consider the important role that heuristics have in problem-solving and decision-making.

OUTCOME 1

On completion of this unit students should be able to analyse how social cognition influences individuals to behave in specific ways to evaluate factors that influence individual and group behaviour.

OUTCOME 2

On completion of this unit students should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

OUTCOME 3

On completion of this unit students should be able to adapt or design and then conduct a scientific

investigation related to internal and external influences on perception and/or behaviour and draw an evidence- based conclusion from generated primary data.

ASSESSMENT TASKS: UNIT 2	
1.	Written report
2.	Research investigation
3.	Data analysis
4.	Media analysis
5.	Structured questions
6.	Reflective learning journal / blog
7.	Examination

MODERN HISTORY

UNIT 1 & 2

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.

UNIT 1: CHANGE OF CONFLICT

Unit 1 includes two areas of study, which are linked to different outcomes.

Area of study 1: Ideology and Conflict

- How did significant events and ideas contribute to conflict and change?
- How did individuals and movements challenge existing political and economic conditions?
- What were the consequences of World War One?
- How did ideology influence the emergence of new nation states?
- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro- Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

As a result of the post-World War One treaties and despite the establishment of the League of Nations, the world became increasingly hostile and unstable.

Widespread economic instability, failure of diplomacy, growing militarism and territorial aggression in Europe, Africa and Asia, along with totalitarianism, combined in 1939 to draw the world into a second major conflict.

In this area of study students may focus on one or more of the following contexts: Australia, China, France, Germany, Italy, Japan, Russia/USSR, the Ottoman Empire/Turkey, the British Empire/United Kingdom and/or the USA.

OUTCOME 1

On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Area of study 2: Social and Cultural Change

- How did society and culture change?
- How did cultural life both reflect and challenge the prevailing political, economic and social conditions?
- How did ideologies contribute to continuities and changes in society and culture?
- What role did individuals, groups and movements play in social and cultural continuity and/or change?

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.

OUTCOME 2

On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

ASSESSMENT TASKS: UNIT 1

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

1. A historical inquiry
2. An essay
3. Evaluation of historical sources
4. Short-answer questions
5. Extended responses
6. A multimedia presentation

UNIT 2: THE CHANGING WORLD ORDER

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

- What were the causes of the Cold War?
- How did Cold War ideology contribute to increased tensions and conflict?
- What were the consequences of the Cold War on nations and peoples?
- What caused the end of the Cold War?
- How did the social, political, economic and cultural conditions influence and change the post-Cold War world?

In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.

Students consider the reasons for the end of this long- running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations.

OUTCOME 1

On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Area of study 2: Challenge and Change

- What caused the challenges to existing political and/or social structures and conditions?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?
- To what extent did change occur?
- What were the perspectives and experiences of those who demanded and/or resisted change?

OUTCOME 2

On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate

the extent to which continuity and change occurred.

ASSESSMENT TASKS: UNIT 2

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

1. A historical inquiry
2. An essay
3. Evaluation of historical sources
4. Short-answer questions
5. Extended responses
6. A multimedia presentation

VCE ACCELERATION History

LEGAL STUDIES

UNITS 1 & 2

In contemporary Australian society there are a range of laws existing to both 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 a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

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

VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

UNIT 1: THE PRESUMPTION OF INNOCENCE

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Areas of Study

1. Legal Foundations
2. Proving guilt
3. Sanctions

OUTCOME 1

Describe the main sources and types of law, and assess the effectiveness of laws.

OUTCOME 2

Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

OUTCOME 3

Explain the purposes and key concepts of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

UNIT 2: WRONGS AND RIGHTS

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Areas of Study

1. Civil Liability
2. Remedies
3. Human Rights

OUTCOME 1

Explain key concepts 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.

OUTCOME 2

Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to experiences of the civil justice system and discuss the ability of remedies to achieve their purposes.

OUTCOME 3

Explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

Assessment Tasks: Units 1 & 2

1. Folio of exercises
2. An oral or digital presentation
3. Wiki, Website or BLOG
4. Structured questions
5. Mock trial or role play
6. Debate
7. Research report or media analysis
8. Essay
9. Question and answer session

BUSINESS MANAGEMENT

UNITS 1 & 2

UNIT 1: PLANNING A BUSINESS RATIONALE

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business

ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

OUTCOME 1

Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.

OUTCOME 2

Describe the internal business environment and analyse how factors from within it may affect business planning.

OUTCOME 3

Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

UNIT 2: ESTABLISHING A BUSINESS RATIONALE

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

OUTCOME 1

Outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.

OUTCOME 2

Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

OUTCOME 3

Discuss the staffing needs for a business and evaluate the benefits and limitations of

management strategies in this area from both an employer and an employee perspective.

Assessment Tasks: Units 1 And 2

Suitable tasks for assessment may be selected from the following:

1. A case study analysis
2. Short-answer and extended-answer
3. Business research report
4. An interview and a report on contact with business
5. School-based, short-term business activity
6. Business simulation exercise
7. An essay
8. Business survey and analysis
9. Media analysis

VCE ACCELERATION

FOOD STUDIES

UNITS 1 & 2

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.

UNIT 1: FOOD ORIGINS

Unit 1 has two areas of study, which have specific outcomes.

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

OUTCOME 1

Identify and explain major factors in the development of a globalised food supply.

OUTCOME 2

Demonstrate adaptations of selected food from earlier cuisines through practical activities.

OUTCOME 3

Describe patterns of change in Australia's food industries and cultures.

OUTCOME 4

Use foods indigenous to Australia and those introduced through migration in the preparation of food products.

UNIT 2: FOOD MAKERS

Unit 2 has two areas of study, which have specific outcomes.

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.

OUTCOME 1

Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply.

OUTCOME 2

Design a brief and a food product that demonstrate the application of commercial principals.

OUTCOME 3

Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home.

OUTCOME 4

Design and create a food product that illustrates potential adaption in a commercial context.

Assessment Tasks: Units 1 & 2

For Units 1 & 2 assessment tasks will include:

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

VCE ACCELERATION Performing Arts

MUSIC

UNITS 1 & 2

Music is uniquely an aural art form that exists in every culture, and is a basic expression and reflection of human experience. It allows for the expression of the intellect, imagination and emotion, and fosters an understanding of continuity and change. Active participation in music develops musicianship and fosters an understanding of other times, places, cultures and contexts.

Music learning supports and encourages flexible cognitive and behavioural skills, and creativity. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning. The nature of music study allows students to develop their capacity to manage their own learning, work together with others, and engage in activity that reflects the real-world practice of performers, composers and audiences, working towards the development of a personal voice.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and emotion to an audience.

Through composition, students explore the manipulation of sound, producing original musical works. Students apply their knowledge and understanding of compositional devices to their own creations and the works of others.

Through responding and analysing, students investigate and explain the use of music elements, concepts and compositional devices, and respond to music from a variety of contexts, styles and genres. They develop knowledge and skills in identifying and understanding how music is organised, how effect is created and how influences and cultural contexts are manifested in musical works.

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship and follow pathways into tertiary music study or further training in a

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

UNIT 1: ORGANISATION OF MUSIC DESCRIPTION

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument. They create short music exercises that reflect their understanding of the

organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

OUTCOME 1

Present planned performances using technical control, expression and stylistic understanding in at least two solo works.

OUTCOME 2

Create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.

OUTCOME 3

Describe how music is organised in at least two music examples, identifying, recreating and documenting music language concepts presented in context and in isolation.

UNIT 2: EFFECT IN MUSIC DESCRIPTION

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument. They create short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that

communicate their ideas. They continue to develop their understanding of common musical language by identifying, recreating and notating these concepts.

OUTCOME 1

Present planned performances using technical control, expression and stylistic understanding in at least three solo works.

OUTCOME 2

Create short original works that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

OUTCOME 3

Identify the ways performers and creators convey effect in music, and recreate and document music language concepts, in context and isolation.

Assessment Tasks: Units 1 & 2

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

1. Solo performance recital
2. Technical SAC: practical and oral/multimedia presentation
3. Composition Folio
4. Aural and written tests

VCE ACCELERATION Performing Arts

DRAMA

UNITS 1 & 2

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.

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.

OUTCOME 1

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.

OUTCOME 2

Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.

OUTCOME 3

Analyse the performance of work created and presented in Outcomes 1 and 2.

OUTCOME 4

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.

OUTCOME 1

Use a range of stimulus material to create a solo or ensemble performance work.

OUTCOME 2

Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.

OUTCOME 3

Analyse and evaluate the creation, development and performance of characters, as applied to the performance styles of the student's own work.

OUTCOME 4

Identify use of theatrical conventions, describe performance styles and analyse and evaluate how dramatic elements have been used in a drama performance.

Assessment Tasks: Units 1 & 2

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

1. Ensemble performance
2. Written analysis of ensemble performance
3. Analysis of a professional performance
4. Solo performance
5. A written analysis of the solo performance

VCE ACCELERATION

BIOLOGY

UNITS 1 & 2

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data.

They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings.

Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

AREA OF STUDY

OUTCOME

How do organisms function? On completion of this unit the student should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

How do living things stay alive? On completion of this unit the student should be able to explain and compare how cells are specialised and organised in

plants and animals, and analyse how specific systems in plants and animals are regulated.

How do scientific investigations develop understandings of how organisms regulate their functions? On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems.

OUTCOME 4

Identify use of theatrical conventions, describe performance styles and analyse and evaluate how dramatic elements have been used in a drama performance.

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the

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

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the

application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

AREA OF STUDY

OUTCOME

How is inheritance explained? On completion of this unit the student should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

How do inherited adaptations impact on diversity?

On completion of this unit the student should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

VCE ACCELERATION

GENERAL MATHEMATICS

UNITS 1 & 2

General Mathematics provides for different combinations of student interests and preparation for the study of VCE General Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and 2 include:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics.

In each unit, topics are chosen from at least three different areas of study. The units are as follows.

Unit 1: General Mathematics

The following topics will be covered:

- Review of Percentages and Ratios
- Matrices
- Sequences and Financial Maths
- Graphs

Unit 2: General Mathematics

The following topics will be covered:

- Networks
- Investigating and Comparing Data
- Investigating the Relationship between two Variables
- Variation.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs - with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

OUTCOME 1

Define and explain key concepts as specified in the selected content from the areas of study and apply a range of related mathematical routines and procedures.

OUTCOME 2

Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

OUTCOME 3

Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT TASKS: UNITS 1 & 2

1. Tests
2. Extended Investigations
3. SACs
4. Semester exam

Appendix



ACADEMY SAMPLE SELECTION FORM: YEAR 10 2024

Name _____ Mentor Group _____

YEAR 10 2024 At Year 10, you must chose to Study Religious Education, Health and Physical Education, English, Maths and Science. You have five “Free Choice” elective subjects.

Core Subjects (2 units each)	
Preference 1 – Religious Education	Religious Education (2 units)
Preference 2 – English	English (2 units)
Preference 3 – Mathematics (Select Pathway)	
Preference 4 – Science	Science (2 units)
Preference 5 – Health Education Preference 6 – Physical Education	Health Education Physical Education
Year Long Electives (1 unit each)	
Preference 7	
Reserve 1	
Reserve 2	
Semester Electives	
Preference 8	
Preference 9	
Preference 10	
Preference 11	
Reserve 3	
Reserve 4	