



CATHOLIC LADIES' COLLEGE

A YEAR 7 TO 12 CATHOLIC GIRLS' COLLEGE

Year 10 Handbook

2018



CATHOLIC LADIES' COLLEGE LTD
MARY AIKENHEAD MINISTRIES IN
THE TRADITION OF THE SISTERS
OF CHARITY

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Year 10 Learning Program

Students in Year 10 will study a combination of compulsory and elective subjects. All students will be required to study:

- English or PreVCAL Literacy;
- Mathematics;
- Religious Education;
- Humanities (one of Year 10 Business and Finance, Year 10 History and Geography or Year 10 Legal Studies and Politics);
- Core Science;
- Health and Physical Education;
- Careers.

In addition to these subjects, students will choose **four** elective units from the following range of subject areas:

Key Learning Area (KLA)	Subject	Number of Units **	
English	Year 10 Literature A: Film into Text	One	
Health and Physical Education	Year 10 Sports Sciences in Motion	One	
	VCE Health and Human Development (Units 1 and 2)	Two	
	VCE Physical Education (Units 1 and 2)	Two	
Humanities	Year 10 Business and Finance	} one choice compulsory	One
	Year 10 History and Geography		One
	Year 10 Legal Studies and Politics		One
	VCE Business Management (Units 1 and 2)	Two	
	VCE Legal Studies (Units 1 and 2)	Two	
Languages	Year 10 German	Two	
	Year 10 Indonesian	Two	
	Year 10 Italian	Two	
Science	Year 10 Biotechnology	One	
	Year 10 Core Science (compulsory)	One	
	Year 10 Forensic Science and the Criminal Mind	One	
	Year 10 Investigate VCE Science	One	
	VCE Biology (Units 1 and 2)	Two	
	VCE Psychology (Units 1 and 2)	Two	
The Arts	Year 10 Digital Media	One	
	Year 10 Drama	One	
	Year 10 Visual Art	One	
	Year 10 Visual Communication & Design	One	
	VCE Art (Units 1 and 2)	Two	
Technology	Year 10 Engineering and Coding	One	
	Year 10 Fabrics, Fashion and Design	One	
	Year 10 Food Technology	One	
VET	VCE VET Certificate II Music Industry	Two	

**Subjects listed as Two units are full year subjects and subjects listed as One unit are Semester length subjects. Elective availability will be dependent on student choices and class size. Where students are unable to be placed in their elective choices or in their alternative choices, they will be consulted.

For more information about specific units:

English/Literature	Miss Samantha Duncan	Science	Mrs Cathy Jackson
Health and Physical Education	Mr Tony Regan	Technology	Ms Melinda Wills
Humanities	Mr Damian Brasier	The Arts	Ms Andrea Durham
Languages	Miss Caroline Bailey		

VCE Subjects

Students will have their first experience of the Victorian Certificate of Education (VCE) in Year 10. All students will study VCE Unit 1 Religion and Society over the whole year.

Students who are planning to complete their VCE need to be aware that there are no prerequisites for the study of VCE Unit 1 and 2 studies, with the exception of Languages. Students must continue their study of a Language in Year 10 if they are to choose a Unit 1 and 2 VCE language in Year 11.

Year 10 2018 Acceleration (Units 1 and 2)

When students choose their subjects at the end of their Year 9 academic year, some students will apply to study one VCE Unit 1 and 2 subject in Year 10. To be successful in their application Year 9 students are required to meet the following criteria:

APPLICATION CRITERIA

- An average of B+ in core subjects in Year 9 Semester One, including the subject (or similar) they would like to accelerate in;
- Regular attendance;
- Support for the College behavioural expectations;
- No UGs or Not Submitted grades;

Year 11 2019 Acceleration (Units 3 and 4)

When students choose their VCE subjects at the end of their Year 10 academic year, some students will apply to study one VCE Unit 3 and 4 subject in Year 11. To be successful in their application Year 10 students are required to meet the following criteria:

APPLICATION CRITERIA

- Average of B+ in related subject
- C+ and above in all other subjects
- Very good for effort in every subject
- No 'Not Submitted' results for Assessment Tasks

Year 10 Curriculum and Pathway Planning

When choosing electives students are encouraged to consider their interests and learning strengths and to consider their possible future study options and career choices. To support students in making considered decisions about their learning programs, they are encouraged to speak with the Careers Co-ordinator, their subject teachers, Year Level Team Leader and to access information from the Careers Office in the Resource Centre.

In planning a VCE pathway, students need to be aware that as from 2014, the Victorian Curriculum and Assessment Authority has introduced the Victorian VCE (Baccalaureate). The Victorian VCE (Baccalaureate) will automatically be awarded to students who achieve a study score of 30 or above in Units 3 & 4 English or Literature and who complete the following Unit 3 & 4 units: Mathematical Methods or Specialist Mathematics and a VCE Language and two other 3 & 4 sequences. The statement of results at the end of Year 12 will include an additional statement to recognise this award.

ABBREVIATIONS

- ATAR** - Australian Tertiary Admission Rank
- VCAL** - Victorian Certificate of Applied Learning
- VCE** - Victorian Certificate of Education
- VET** - Vocational Education and Training

Students entering Year 10 2018 - Subject Selection Process

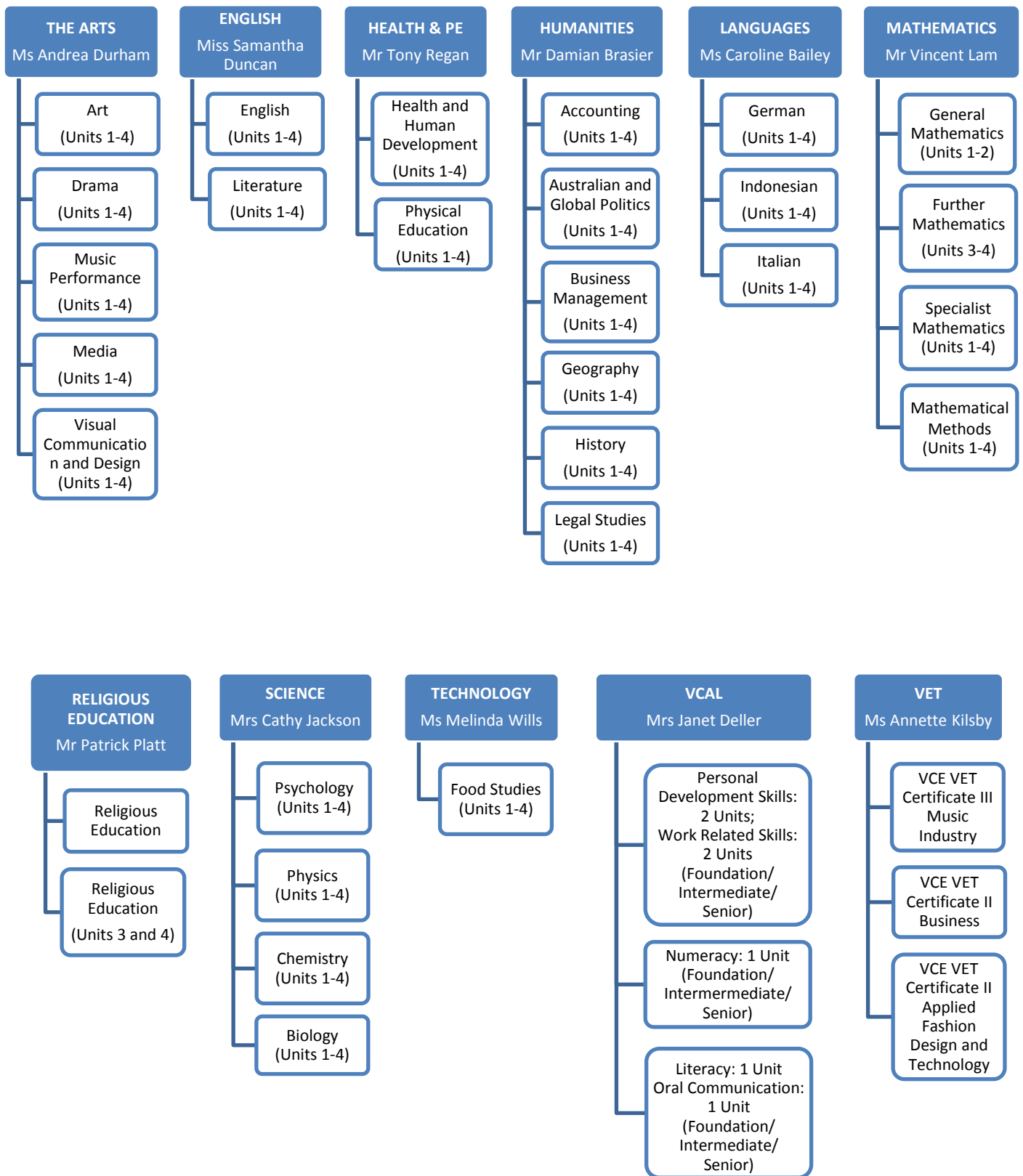
Thursday, 22 June	Year 9 Testing – AGAT
Friday, 23 June	Report Writing Day/Correction Day
Thursday, 29 June	<ul style="list-style-type: none"> • Year 10 2018 Subject Selection Assembly; • Year 10 Handbook distributed to all students via email and uploaded to PAM; • Subject selection, acceleration criteria outline and application progress.
Wednesday, 19 July	VCE Subject Expo – Year 9 Students interested in applying for a VCE Unit 1 and 2 subject are invited to go along to up to three sessions.
Wednesday, 19 July	VCE Information Evening for parents and students (Currajeen) 6:00 pm to 8:30 pm VCE teachers available 6:45 pm Year 10 2018 Unit 1 and 2 Information Session
Friday, 21 July	Year 10 2018 commencement date for entering subject selection.
Monday, 31 July	<ul style="list-style-type: none"> • Year 10 2018 final date for entering subject selection. • Applications to study a VCE Unit 1 and 2 subject close and must be submitted to the Administration Office by 3:00 pm.
Tuesday, 1 August	Final day to return signed subject selection receipt to Homeroom teachers.
Wednesday, 2 August	Year 10 2018 interviews for students who applied for VCE Unit 1 and 2 subjects.

VCE Studies currently offered at Catholic Ladies' College

To meet the graduation requirements of the VCE, a student must complete a total of no fewer than 16 Units.

These **MUST** include:

- Three Units of English (Units 1-4) or English Literature (Units 1-4).
- Three sequences of Units 3 & 4 studies other than English.



KLA: ENGLISH

YEAR 10 LITERATURE A: FILM INTO TEXT ONE UNIT

KLA Team Leader: Miss Samantha Duncan

Career Paths/ Future Directions:

Advertising, Arts, Drama, Editing, Film and Radio, Journalism, Law, Librarian, Policy Development, Politics, Public Relations, Publishing, Script Editing and Writing, Teaching

BRIEF DESCRIPTION

This course is aimed at students who have an interest and enjoyment in studying literature. Students will be encouraged to read widely and independently and thus gain an understanding of the variety of human experiences and a critical appreciation of our culture and the culture of others, past and present, as it is represented in Literature. The course will foster the student's use of interpretative skills by hypothesising, questioning and drawing inferences from texts. From a study of a variety of texts, students will develop the capacity to present analytical, critical and creative responses to texts orally and in writing.

Film Into Text is a one semester length elective which will focus on written texts that have been adapted into film. This subject does not only look at film text, it is a study of both film and written texts. Upon selection of this elective, it is essential that students both access and read the written texts prior to commencement of the subject. Students may choose to do just *Film Into Text* for one semester OR *Film Into Text* for one semester PLUS *Writing Women* in the other semester. The texts will vary.

AIMS

This study is designed to enable students to:

- Develop an enjoyment of literature- both written and visual;
- Gain an understanding of the variety of human experience;
- Develop the capacity to use linguistic structure and features of language effectively;
- Develop a willingness to reflect on personal experience;
- Develop an interest in comparing and contrasting text types and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts;
- Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

TOPICS COVERED

A selection of topics from:

- The ways in which literature recreates and explores human experience;
- Exploration of central themes and ideas expressed in chosen texts;
- The ways in which the texts interpret personal, social, ethical and cultural contexts;
- The ways in which texts can be adapted for a different medium.

Texts for *Film Into Text*

- *The Great Gatsby*: Novel by F. Scott Fitzgerald and Film (2013) by Baz Luhrmann;
- *A Streetcar Named Desire*: Play by Tennessee Williams and Film (1952) by Elia Kazan.

KLA Team Leader: Mr Tony Regan

Future Directions:

The students will have been introduced to some physiological concepts and terminology. They will have some understanding of the role of the sports coach and the skills required. They will have strengthened their scientific knowledge and practical skills as it relates to the theory

This subject will be a good preparation for those students considering a VCE Physical Education pathway. The students will have strengthened their planning, critical analysis and evaluative skills, benefitting most VCE subjects.

BRIEF DESCRIPTION

Units are thematically based and enable students to develop their comprehension of the science behind sporting bodies in motion and of development leadership and communication skills as they relate to sports coaching.

AIMS

This study is designed to enable students to:

- Develop an understanding of the language of Sports Sciences;
- Gain an appreciation of the human body and its capabilities;
- To develop a range of practical sports coaching practices and concepts;
- To research, conduct, analyse and report on concepts related to Human Movement Sciences.

TOPICS COVERED

Topic 1 - Effective Coaching Practice

- This includes analysing different coaching styles and skill learning principles;
- Drugs in sport;
- Planning for skills, strategies and concepts in a range of sporting activities;
- Practical use of coaching sessions and movement experiences.

Topic 2 – Body Systems

- Body Systems knowledge including Muscular, Skeletal , Circulatory and Respiratory;
- Fitness and Nutrition in physical activity;
- Energy Systems;
- Practical Component in relation to physical activity.

VCE HEALTH AND HUMAN DEVELOPMENT TWO UNITS

KLA Team Leader: Mr Tony Regan

Career Paths / Future Directions:

Community Health, Education, Food Science, Health Administration, Health Sciences, Nursing and Social Welfare

Unit 1 - The health and development of Australia's youth

(Code: HH011)

Description

This unit focuses on the health and individual human development of Australia's youth. Students will develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. Issues that impact on the health and individual human development of Australia's youth will also be investigated.

Outcomes

- Describe the dimensions of and the interrelationships within and between, health and individual human development.
- Describe and explain the factors that impact on the health and individual human development of Australia's youth.
- Outline health issues relevant to Australia's youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Assessment

A range of tasks taken from the following list:

- Case study analysis
- Data analysis
- Visual presentation, such as concept/mind map, poster or presentation file
- Multimedia presentation
- Oral presentation, such as a debate or podcasts (audio or visual)
- Blog
- Test
- Written response, such as a research assignment or briefing paper
- Semester Examination

Unit 2 - Individual human development and health issues

(Code: HH022)

Description

This unit focuses on the lifespan stages of prenatal childhood and adulthood. Students will develop an understanding of the health and individual human development of Australia's children and adults. A range of health issues that are having an impact on Australia's healthcare system will be discussed.

Outcomes

- Describe and explain factors that affect the health and individual during the prenatal stage.
- Describe and explain the factors that affect the health and individual human development of Australia's children.
- Describe and explain the factors that affect the health and individual human development of Australia's adults.

Assessment

A range of tasks taken from the following list:

- Case study analysis
- Data analysis
- Visual presentation, such as concept/min map, poster or presentation file
- Multimedia presentation
- Oral presentation, such as a debate or podcasts (audio or visual)
- Blog
- Test
- Written response, such as a research assignment or briefing paper
- Semester Examination

KLA Team Leader: Mr Tony Regan

Career Paths / Future Directions:

Childcare, Chiropractor, Education, Fitness industry, Health industry, Nursing, Outdoor Education, Physiotherapy, Recreation, Sports Administration and Sports Marketing

Unit 1 – The Human Body in Motion

(Code: PE011)

Description

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.

Using a contemporary approach, 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. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Outcomes

- 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.

Outcomes (cont'd)

- 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

A range of tasks taken from the following list:

- Written report analysing participation
- Practical laboratory report linking key knowledge and key skills to practical activity
- Case study analysis
- Data analysis
- Critically reflective folio/diary of participation in practical activities
- Visual presentation
- Multimedia presentation
- Physical simulation or model
- Oral presentation such as podcast, debate
- Written report
- Structure questions
- Semester Examination

Unit 2 – Physical Activity, Sport and Society

(Code: PE022)

Description

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. 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. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess individual and population physical activity and sedentary behaviour levels and analyse the data in relation to behaviour guidelines. 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.

Outcomes

- 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.
- 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

A range of tasks taken from the following list:

- Written plan and reflective folio
- Visual presentation
- Multimedia presentation
- Oral presentation such as podcast, debate
- Written report
- Semester Examination

KLA Team Leader: Mr Damian Brasier

This subject will be a good preparation for students interested in undertaking VCE Accounting or Business Management. The knowledge and skills gained will be helpful in workplace situations and as a consumer.

Career Paths/ Future Directions:

Education, Finance, Government and Private Organisations, Management, Small Business, Accountancy, Banking, Insurance, Law, Marketing, Merchant Banking, owning or managing a trading or service business and record keeping for business.

BRIEF DESCRIPTION

Business and Finance is an introductory course which enables students to understand business decision-making at the personal, national and global levels. Students will apply business reasoning and interpretation to solve problems and interpret issues and events. Additionally, students will learn basic skills in recording and reporting financial information and data. Students will then be better placed to secure their own financial wellbeing and to face the future with optimism and confidence.

AIMS

This study is designed to enable students to develop:

- Creative & innovative thinking skills and approaches;
- Evaluative & analytical skills;
- Team work skills;
- Computing skills.

TOPICS COVERED

1. Business structures

- What a business is;
- Entrepreneurs and innovation;
- Market competitiveness.

2. Consumer and Financial Literacy

- Planning and managing personal finance;
- Investment risks and rewards.

3. Finance

- Planning and managing a business;
- Accounting for business.

KLA Team Leader: Mr Damian Brasier

Career Paths/ Future Directions:

Administration, Agriculture, Business, Eco-Tourism, Environmental Management & Research, Environmental Planning, Journalism, Local Government, Public Policy, Science, Social Research, Teaching, Tourism, Urban Planning and Development, Economist, Lawyer, Diplomacy, Mining, Real Estate, Meteorology and Cartography.

History

Geography

BRIEF DESCRIPTION

In this subject students will study the history of the modern world and Australia from 1918 to the present and will focus 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.

Geography: In this subject students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection.

SKILLS

- Evaluate the historical significance of an event, idea, individual or place;
- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments;
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia;
- Evaluate different historical interpretations and contested debates;
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values;
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability;
- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Predict changes in the characteristics of places over time and identify the possible implications of change for the future;
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales;
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales and evaluate the resulting changes and further consequences;
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources;
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate;
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

History

Geography

TOPICS COVERED

Australia at War: World War II

Rights and Freedoms (1945 – the present)

- Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.
- Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965.
- Effects of the US civil rights movement and its influence on Australia.
- Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events.
- Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples and the role of one individual or group in the struggle.
- Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia.

The Globalising World

Students will investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century. This study could be one of the following:

- Popular culture
- The Environment movement
- Migration experiences
- Political Crisis

Excursion

- Visit to the Shrine of Remembrance if Australia at war: World War II is taught.

Environmental Change and Management

This topic focuses on investigating Environmental Geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change. Environments that could be studied include; coastal environments, desert environments, mountainous environments.

Geographies of Human Wellbeing

This topic focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

In this subject we will focus on the following key questions

- What are the causes and consequences of change in places and environments?
- What are the future implications of changes to places and environments and what management options exist for sustaining human and natural systems into the future?
- Why are interconnections and interdependencies important for the future of places and environments?
- How can the spatial variation between places and changes in environments be explained?

Excursion

Mornington Peninsula coastal processes and management if Environmental Change and Management is taught.

AIMS

In this study, we aim to answer the following key questions

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II?
- How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

The Geography curriculum aims to ensure that students develop:

- a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world;
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world; the ability to think geographically, using geographical concepts;
- the capacity to be competent, critical and creative users of geographical methods and skills;
- the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable and socially just.

KLA Team Leader: Mr Damian Brasier

This subject will be a good preparation for students interested in undertaking VCE Legal Studies, Geography, History and Australian and Global Politics.

Career Paths/ Future Directions:

Administration, Agriculture, Business, Eco-Tourism, Environmental Management & Research, Environmental Planning, Journalism, Local Government, Public Policy, Science, Social Research, Teaching, Tourism, Urban Planning and Development, Economist, Lawyer, Diplomacy, Mining, Real Estate, Meteorology, Cartography, Legal Secretary, Business and Commerce, Correctional Services, Criminology, Justice system, Law, Paralegal, Public Service and Social Work.

BRIEF DESCRIPTION

This subject is designed to extend the students’ knowledge of the Australian Legal and Political systems. It contains a distinct Legal Studies unit, which investigates the Australian Legal system, Constitutional Law and the High Court and includes an excursion the Magistrates’ Court. Students investigate Human Rights, their significance and the ways Australia and the International Community strive to protect them. International Politics is focused on through the study of two different political systems and the challenges and opportunities these create for their citizens. There is an examination of conflicts in the world today. This subject is designed to challenge and extend students’ knowledge of their world.

SKILLS

- Creative and innovative thinking skills and approaches
- Evaluative and analytical skills
- Team work skills
- Computing skills
- Analysis
- Problem solving.

TOPICS COVERED

TOPIC 1: LEGAL SYSTEMS

The Australian Legal System:

- Criminal and Civil Law procedure;
- Court Structure;
- Traditional law/Koori courts;
- Types of laws;
- Case studies;
- Corporate law;
- Changes to laws.

TOPIC 2: POLITICAL SYSTEMS

- The Australian Political System;
- Other Political Systems in the world today.

TOPIC 3: INTERNATIONAL LAWS AND RIGHTS

- Case studies;
- The role of the United Nations;
- The UNDHR;
- Australia’s role in protecting human rights;
- International Case Studies;
- Human Rights organisations.

TOPIC 4: INTERNATIONAL CONFLICT

- Case studies of conflicts across the globe;
- Causes, effects, solutions.

EXCURSION:

- Visit to courts.

AIMS

This study is designed to enable students to:

- Explore the concepts of citizenship and justice
- Further explore the concepts introduced in the Year 9 Humanities Civics Course
- Develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- Develop the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable and socially just.

KLA Team Leader: Mr Damian Brasier

Career Paths / Future Directions:

Banking, Business, Education, Finance, Government and Private Organizations, Management, Small Business

Unit 1 – Planning a Business

(Code: BM011)

Description

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed 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 and the effect of these on planning a business.

Outcomes

- Describe how and why business ideas are created and developed and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- Describe the internal business environment and analyse how factors from within it may affect business planning

Assessment

A range of tasks from the following:

- Case study analysis
- Business research report
- Development of a business plan and/or feasibility study
- Interview and report on contact with business
- Business simulation exercise
- School-based short-term business activity
- Essay
- Business survey and analysis
- Media analysis
- Tests
- Semester Examination

Unit 2 – Establishing a Business

(Code: BM022)

Description

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making 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 satisfied 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 various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Outcomes

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping and establishing effective policies and procedures.
- 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.
- 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

A selection from the following range of assessment tasks:

- Case study analysis
- Business research report
- Development of a marketing plan and/or feasibility study
- Interview and report on contact with business
- Business simulation exercise
- Essay
- Business survey and analysis
- Media analysis
- Tests
- Semester Examination

KLA Team Leader: Mr Damian Brasier

Career Paths / Future Directions:

Administration, Legal Secretary, Business and Commerce, Correctional Services, Criminology, Justice system, Law, Paralegal, Public Service, Social Work and Teaching

Unit 1 – Guilt and Liability

(Code: LS011)

Description

This study focuses on developing an understanding of legal foundations, such as different types and sources of law and the existence of a court hierarchy in Victoria. It investigates key concepts of criminal law and civil law and applying these to actual and/or hypothetical scenarios to determine whether and accused may be found guilty of a crime or liable in a civil dispute. It develops an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused and the liability of a party in civil dispute.

Outcomes

- 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.

Unit 2 – Sanctions, Remedies and Rights

(Code: LS022)

Description

This study 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. It also investigates two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice.

Outcomes

- 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.

Units 1 and 2 Assessment

- Case Studies
- Structured assignment
- Folio and Report
- Test
- Semester Examination

KLA Team Leader: Ms Caroline Bailey

Career Paths/ Future Directions:

Education, Government organisations, International Business, International Relations, Law, Commerce, Public Policy, Journalism, Tourism

Pre-requisite for:

Students selecting Year 10 German should have completed three years' study of that language and gained a **good** pass at Year 9 level. Year 10 German must be completed in order to be able to study German Units 1 and 2 in Year 11. A language other than English is a useful additional skill for many subject areas, including Science, Music and Engineering.

BRIEF DESCRIPTION

This unit offers students the opportunity to extend and consolidate the knowledge and skills acquired in Year 9 German. Units are thematically based and enable students to develop their comprehension and communication skills in German, while building intercultural skills and understanding. Students will be exposed to new language, grammatical concepts, linguistic elements and cultural perspectives through a variety of contexts with the aim of being able to comprehend, write and speak about a variety of familiar topics. Please note that only students who have studied Year 9 German are able to choose this elective.

AIMS

- Develop a conscious awareness of the structure of language and how language is learned.
- Gain insight into the culture of German speaking communities and develop intercultural awareness.
- Use language to interact orally with others in a range of situations.
- Write for a range of purposes using various forms of language – personal, imaginative and informative.
- Read, listen and respond to a variety of texts.
- To master a range of grammatical structures and concepts.

TOPICS COVERED

Topics covered across two semesters in Year 10 include:

1. Holidays and travel;
2. Life in the city and country;
3. Daily life and routine;
4. In a share house – chores, parties and getting to know others;
5. Part-time jobs;
6. "Fit in Deutsch" international exams;
7. Lese Novela;
8. Fairytales.

KLA Team Leader: Ms Caroline Bailey

Career Paths/ Future Directions:

Education, Government organisations, International Business, International Relations, Law, Commerce, Public Policy, Journalism and Tourism

Pre-requisite for:

Students selecting Year 10 Indonesian should have completed three years' study of that language and gained a **good** pass at Year 9 level. Year 10 Indonesian must be completed in order to be able to study Indonesian Units 1 and 2 in Year 11. A language other than English is a useful additional skill for many subject areas, including Science, Music and Engineering.

BRIEF DESCRIPTION

Units are thematically based and enable students to develop their comprehension and communication skills in Indonesian, while gaining an appreciation of the multi-lingual/multi-cultural world.

AIMS

- Develop a conscious awareness of the structure of language and how language is learned;
- Gain insight into the culture of the language being learned and an appreciation of our multicultural society;
- Use language to interact with others in a range of both formal and informal situations;
- Write for a range of purposes using various forms of language – personal, imaginative and informative;
- Read and understand a wide variety of texts.

TOPICS COVERED

The year's work is organised into two topics:

1. Housing;
2. Indonesian cuisine and the role of street traders.

KLA Team Leader: Ms Caroline Bailey

Career Paths/ Future Directions:

Education, Government organisations, International Business, International Relations, Law, Commerce, Public Policy, Journalism and Tourism

Pre-requisite for:

Students selecting Year 10 Italian should have completed three years' study of that language and gained a **good** pass at Year 9 level. Year 10 Italian must be completed in order to be able to study Italian Units 1 and 2 in Year 11. A language other than English is a useful additional skill for many subject areas, including Science, Music and Engineering.

BRIEF DESCRIPTION

This unit offers students the opportunity to extend and consolidate the knowledge and skills acquired in Year 9. Students will be exposed to new language, grammatical concepts, linguistic elements and cultural perspectives through a variety of contexts with the aim of being able to comprehend, write and speak about a variety of familiar topics. Please note that only students who have studied Year 9 Italian are able to choose this elective.

AIMS

- Develop a conscious awareness of the structure of language and how language is learned;
- Gain insight into the culture of the language being learned and an appreciation of our multicultural society;
- Use language to interact with others in a range of both formal and informal situations;
- Write for a range of purposes using various forms of language – personal, imaginative and informative;
- Read and understand a wide variety of texts.

TOPICS COVERED

Topics covered:

1. Holiday experiences;
2. Accommodation;
3. Music;
4. Cinema;
5. Technology;
6. Italian migration to Australia;
7. Italian contribution to Australian culture;
8. School life in Italy and Australia;
9. Family relationships;
10. Future aspirations;
11. Describing present and past experiences;
12. Introduction to new grammatical concepts.

KLA Team Leader: Mrs Cathy Jackson

Career Paths/ Future Directions: The Core Science content and a combination of elective choices will prepare you for the VCE Sciences offered: Psychology, Biology, Chemistry and Physics. There are numerous career pathways that require Science as part of entry requirements.

BRIEF DESCRIPTION

The core Science curriculum provides opportunities for you to further develop your understandings of important scientific concepts and processes. It aims to expand your curiosity and willingness to explore, ask questions and speculate on the world in which you live. It will provide you with an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions.

AIMS

The Core Science curriculum aims to ensure that students develop:

- an understanding of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things;
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions;
- an ability to communicate scientific understanding and findings to a range of audiences;
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of Science;
- a solid foundation of knowledge of the biological, chemical, physical, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

TOPICS COVERED

The core units you will explore are:

Genetics:

You will explore how the transmission of heritable characteristics from one generation to the next involves DNA, chromosomes and genes. You will be able to explain the role of DNA and genes in cell division. Different types of genetic inheritance will also be covered, allowing you to predict the outcome of certain crosses. You will also consider the impact of the environment in genetics and how it can affect the outcome of certain characteristics. Pedigrees and genetic disorders will be investigated and the application of recent gene technology to enhance our understanding of genetics today.

Chemistry:

You will explore the ways chemicals react with each other by looking inside the atoms of chemical elements and how the periodic table can help predict the way in which elements behave. You will then explore a range of chemical reaction types and equation writing to summarise reactions, including neutralisation, combustion and rates of reactions.

Physics:

Using sport, you will investigate the relationships between Distance and Displacement, Speed and Velocity, Acceleration, Equal and opposite Forces and Net force. You will be able to apply formula to predict and explain motion in various situations.

KLA Team Leader: Mrs Cathy Jackson

Future Directions: This subject will be a good preparation for students studying Biology, Physics or Chemistry at the VCE level. In addition, it will provide students with an appreciation of some of the opportunities available in Science at the tertiary level.

BRIEF DESCRIPTION

Biotechnology draws on knowledge from Biology, Chemistry, Physics and Engineering. This subject is designed to give capable students an extension beyond the curriculum to engage in opportunities to investigate a range of Biochemical experimental techniques and current areas of 21st Century Science. You will refine your scientific experimental skills, hypothesise, analyse results and most importantly open your mind to thinking in a creative manner about Science and how it is relevant in your life. You will explore different areas of Science both within and beyond the classroom, collaborating with Scientists and accessing their field of expertise. This elective is designed to stimulate your interest in the extensive opportunities and pathways open to you as a young Scientist.

AIMS

- To refine and extend scientific practical skills in the laboratory;
- To investigate and report on a topic of interest;
- To design and conduct an experiment;
- To further develop inquiry based research skills and problem solving skills;
- To enhance creative and analytical thinking.

TOPICS COVERED

A selection of topics including:

- Anatomy and Physiology of Body Systems;
- Effects of space travel on the human body;
- DNA manipulation;
- Experimental technique to explore areas of Science and Ethics;
- Biotechnology.

KLA Team Leader: Mrs Cathy Jackson

Career Paths/ Future Directions:

The student will have been introduced to some psychological concepts and terminology. They may have some understanding about the role of Psychology in the world and will have an idea about whether they are interested in undertaking VCE Psychology. The student may have strengthened their ability to communicate using scientific terminology and to prepare practical reports following correct reporting procedures. This will be of benefit when completing any VCE Science. The student will have strengthened their critical analysis and evaluative skills, benefitting most VCE subjects.

BRIEF DESCRIPTION

This subject introduces students to the scientific nature of forensic science and psychology. Throughout the semester scientific research and inquiry skills will be taught and refined. Students will investigate the role of Forensic Scientists and Psychologists in settings such as crime scenes, courts and prisons. Students will learn how to collect evidence, including blood, fingerprints, fibres, footprints, handwriting analysis, DNA, gunshot and bullet residue at the crime scene and analyse this evidence. Students will investigate the psychology behind criminal behaviour through lie detection, body language analysis, criminal profiling and psychopathology. Students will also discover the inaccuracies of human memory and the impact this has on eye witness testimonies in the court room. Assessment will include an independent research investigation, tests, media analyses, practical reports and an exam.

AIMS

- To introduce key concepts of Forensic Science and Psychology, using case studies, practical investigations and an individual research investigation;
- To strengthen scientific inquiry and research skills, including the use of microscopes, chemicals and preparation of wet mount slides;
- To research, design, conduct, analyse and report on research related to forensics.

TOPICS COVERED

1. Introduction to Forensic Science and Psychology;
2. Various types of Forensic Scientists and what they do: the role of the Forensic Psychologist in crime;
3. Collection of evidence: Blood types, fingerprints, fibres, footprints, handwriting analysis, DNA, gunshot and bullet residue;
4. Microscope skills: investigating evidence under the microscope;
5. Catching the criminal: identikits, police line-ups, criminal profiling;
6. Types of criminals: Antisocial Personality Disorder and mental disorders associated with crime, stalkers, serial killers;
7. How to catch a liar: the art of lying, body language and the scientific nature of the lie detector;
8. Psychologists as expert witnesses and the insanity plea in court;
9. The role of memory in Eye Witness Testimony;
10. Hypnosis and mind control;
11. Research Methods and conducting an independent research investigation.

KLA Team Leader: Mrs Cathy Jackson

Future Directions: This subject is the best choice for students wishing to pursue studies in VCE Science, focusing on the skills required for VCE Science. The disciplines of Physics, Chemistry and Biology will be explored to further assist students in their decision of which VCE Science to pursue in the future. Transferable key Science skills are developed that prepare the student for VCE studies, using investigative approaches to the curriculum.

Pre-requisite for:

Completion of at least one Science elective is required for VCE Biology, Chemistry, Physics or Psychology.

BRIEF DESCRIPTION

The curriculum will be explored with an investigative-based focus on developing their Science Inquiry Skills that are required for all the VCE Sciences. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence based conclusions using scientific methods, whilst developing their scientific literacy and communication skills.

AIMS

To develop Science Inquiry Skills:

- Develop questions and hypotheses that can be investigated using a range of inquiry skills;
- Independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and collection of data;
- Explain how they have considered reliability, precision, safety, fairness and ethics in their methods and use digital technologies to enhance the quality of their data;
- Analyse trends in data, explain relationships between variables and identify sources of uncertainty;
- Develop and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings;
- Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited;
- Construct evidence based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas.

TOPICS COVERED

A selection of possible topics that include areas of focus from Physics, Biology and Chemistry:

- Scientific theories that explain the origin of the Universe;
- Geological timescales that explain both natural selection and Human evolution;
- Specialised Chemistry investigations, including rates of reactions;
- Construction of Scientific report and/or poster.

KLA Team Leader: Mrs Cathy Jackson

Career Paths / Future Directions:

Biomedical Engineering, Biotechnology, Environmental Science, Dental Hygienist, Food Technology, Genetics, Horticulture, Marine Biology, Nursing, Occupational Therapy, Physiotherapy, Speech Pathology, Veterinary Science and Zoology.

Cross-disciplinary study of Chemistry: Pharmacology, Nutrition, Toxicology and Winemaking.

Cross-disciplinary study of Physics: Prosthetics and Nuclear Medicine Technology.

Unit 1 – How do living things stay alive?

(Code: BI011)

Description

This unit introduces 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.

Outcomes

Students should be able to:

- Investigate and explain how cellular structures and systems function to sustain life.
- 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.
- Design and undertake an investigation related to the survival of an organism or species and draw conclusions based on evidence from collected data.

Assessment (Selection from)

- Fieldwork activity
- Practical work folio of activities or investigations
- Media response
- Data analysis and problem solving
- Reflective learning journal/blog
- Tests
- Student-designed or adapted investigation
- Semester Examination

Unit 2 – How is continuity of life maintained?

(Code: BI022)

Description

This unit focuses on cell reproduction and the transmission of biological information from generation to generation. Students study the cell cycle, examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore 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.

Outcomes

Students should be able to:

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

Outcomes (cont'd)

- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment

- Fieldwork activity
- Practical work folio of activities or investigations
- Media response
- Data analysis and problem solving
- Reflective learning journal/blog
- Tests
- Report of an investigation into genetics and/or reproductive science
- Semester Examination

KLA Team Leader: Mrs Cathy Jackson

Career Paths / Future Directions:

Psychology, Counselling and Therapy, Health and Sport Promotion, Human Resources and Organisational Management, Neuroscience and Neuropsychology, Rehabilitation, Sports Psychology, Forensic Psychology, Education and Marketing, and Advertising.

Graduates of Psychology Degrees are employed as Social Policy Researchers, Human Resources Professionals, Teachers, Life Coaches, Immigration and Correctional Officers, Social Workers, Market Researchers, Counsellors, Social Workers, Career Development Practitioners and Health Promotion Officers.

Unit 1 – How are behaviour and mental processes shaped?

(Code: PY011)

How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific area of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

What influences psychological development

The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influences different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Assessment

- Tests
- Logbook of practical activities
- Student directed research investigation
- Semester Examination

Unit 2 – How do external factors influence behaviour and mental process?

(Code: PY022)

What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore two 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.

How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

Assessment

- Tests
- Logbook of practical activities
- Media response
- Student directed practical investigation
- Semester Examination

KLA Team Leader: Ms An Durham

Future Directions:

This subject is designed to prepare students for undertaking VCE Media. VCE Media at Year 12 is 35% practical and allows students to create a project over 10 weeks in a selected medium. The foundations of this are placed in Year 10 with the establishing of a workflow that allows the design process to be successfully completed. At Year 12 Media is 65% theoretical and revolves heavily around the analysis of film from a technical production perspective. Year 10 introduces students to critical analysis of technical production in film, advertising and journalism that are helpful in all subject areas that employ film as text.

BRIEF DESCRIPTION

This subject explores the prevailing landscape of digital media and develops skills needed to contribute to it in creative and technically accomplished ways. Digital Media is equal part practical and theoretical and allows for the development of two major projects throughout the semester. The idea behind the projects is to identify a digital media industry interest of each student so that the project feels targeted, contemporary and a genuine expression of creativity. Projects can focus on one medium or incorporate multiple and students may use their own laptops/cameras throughout if they wish. Choices of medium include but are not limited to:

- Digital Film Production (Filmmaking, Advertising, TV Production, Music Videos);
- Digital Photography (Portraiture, Landscape, Fashion, Sport, Photojournalism, Advertising);
- Mobile Applications (Apps, Games, User Interface Design, VR);
- Social Media/Web Content Development (Streaming, Blogging, CMS);
- Publishing (Journalism, Blogging, eBooks, Augmented Reality);
- Radio/Podcasting.

Students will develop portfolios for each project that includes a production design process, story-boarding and targeted research. Students are also given instruction in wide range of software and hardware tools necessary to produce their work and expand their technical ability. These include:

- Cameras (Still, Moving, Mobile, SLR);
- Video Editing (iMovie, Premiere Pro, Final Cut);
- 2D Design (Photoshop, Lightroom, Substance Designer);
- Publishing (InDesign, DreamWeaver);
- 3D Design (Blender, Illustrator);
- App/Game Development (Unity, UE4, Lumberyard, Swift).

AIMS

- To establish a design and production workflow that produces material results;
- To strengthen technical competency between hardware and software;
- To build an awareness of how media products communicate meaning to their audiences and how students can utilise the same techniques;
- To develop visual literacy so that the media/advertising/journalism/social media can be consumed with insight and discernment.

TOPICS COVERED

- Media Influence;
- The Social Networks;
- Journalism and Truth;
- Film Theory;
- Digital Media Futures.

KLA Team Leader: Ms An Durham

Career Paths/ Future Directions:

Arts: Acting, Publicity, Arts Administrator, Theatre/Film Production, Directing, Stage Management, Radio Announcer, Multi Media, Scriptwriter, Publicist, Modelling.

Health: Social Worker, Psychology, Special Needs Worker, Youth Community Worker, Social Research.

Business: Public Relations, Marketing, Advertising, Editor, Agent, Personal Manager, Journalist.

Education: Teacher, Higher Education Lecturer.

BRIEF DESCRIPTION

This unit will focus on the history, creation and presentation of performance. Students will explore Drama as an art form through improvisation, scripted drama, rehearsal and performance. They will refine their understanding of role and character. They will develop dramatic works which explore a range of themes, issues and ideas. They will apply dramatic elements, styles and conventions to convey meaning and entertain. Students will also have the opportunity to explore stagecraft elements of performance including lighting, sound, props, make-up and costumes. Students will research theatre styles and conventions, attend and analyse a performance by a professional theatre company.

AIMS

- To develop performance expressive skills and cultural awareness to communicate ideas in dramatic action;
- To be able to manipulate dramatic elements and theatrical conventions as applied to specific styles;
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning of an audience;
- Evaluate how the elements of drama and performance styles convey meaning and aesthetic effect.

TOPICS COVERED

- Symbol and Language;
- Elizabethan Theatre;
- Commedia Del 'Arte';
- Ensemble Performance;
- Performance analysis.

KLA Team Leader: Ms An Durham

Career Paths/ Future Directions:

This subject links directly to Unit 1 and 2 Art and could help students aiming for a career as: Gallery Director, Architect, Artist, Art Critic, Art Historian, Arts Administrator, Arts and Cultural Planner, Fashion Designer, Interior Designer, Curator, Cultural Heritage Officer, Art Teacher, Director of Photography, Visual Merchandiser, Sculptor, Art Therapist, Illustrator, Recreation Officer, Advertiser, Furniture Design, Fashion Merchandiser, Illustrator, Textile Designer, Arts Technician, Restorer, Glass Worker and lots more.

BRIEF DESCRIPTION

This unit aims to develop students' skills in a range of media with the focus on developing individual concepts and ideas about the world into a visual diary and folio format. Students are taught that Art has a place in contemporary Australia through the study and exploration of elements, themes and images. Students will become competent in the visual analysis of art works and be introduced to writing about the meanings of art works in formal and analysis tasks.

AIMS

This study is designed to enable students to:

- explore and generate art ideas from a wide variety of starting points;
- develop ideas and images through consistent refinement in their folio work;
- develop skills in drawing, painting and other techniques, forms and processes;
- develop skills in the formal analysis of art works.

TOPICS COVERED

- Art beginnings and the role of drawing, photography for development of ideas;
- Creating and making of finished artworks in two and three dimensions;
- Study of art movements and formal analysis of art works.

KLA Team Leader: Ms An Durham

This course of study is highly recommended for students who have an interest in Design and intend to study VCE Visual Communication and Design.

Career Paths/ Future Directions:

This subject links directly to Unit 1 and 2 Visual Communication & Design and could help students aiming for a career in: Architecture, Graphic Design, Web Design, Interior Design, Fashion Design, Industrial Design, Environmental Design, Landscape Design, Furniture Design, Textile Design, Costume Design, Set Design, Jewellery and Metalsmithing, Illustration, Cartooning, Desktop Publishing, Screen Printing, Toy Making, Magazine Art Direction, Advertising, Animation or Visual Merchandising, just to name a few.

BRIEF DESCRIPTION

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

AIMS

- To develop spatial thinking skills and the ability to produce realistic three dimensional drawings and designs;
- To encourage creative problem solving skills and an understanding of 'The Design Process';
- To understand design terminology and utilise the elements and principles of design in the creation of new designs.

TOPICS COVERED

On completion of this subject students should be able to demonstrate competency in:

- Technical drawing systems;
- Rendering techniques;
- Exploring ideas using design elements and principles;
- Methods in developing final presentations;
- Design in context;
- Computer generated design solutions.

KLA Team Leader: Ms Andrea Durham

Career Paths / Future Directions:

Advertising, Architecture, Designing, Fashion, Media, Photography, Private Practice, Teaching

Unit 1 – Artworks, experience and meaning

(Code: AR011)

Description

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning.

Students examine artists in different societies, cultures, and historical periods, to develop their own points of view about the meanings and messages of artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity.

Students learn the Formal Framework and the Personal Framework to interpret the meanings of and messages contained in artworks and to document the reflection of their own ideas and art making. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks

Outcomes

- Student should be able to analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.
- Students should be able to present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.

Assessment

- Self-Portraiture, Folio and Completed Artwork
- Compare and Contrast Essay
- Exam
- Self-Reference Folio and Completed Artwork
- Semester Examination

Unit 2 – Artworks and contemporary culture

(Code: AR022)

Description

In this unit students learn that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art.

Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues. Students identify ways in which art expresses and reflects culture. They explore how Art is manifested across cultures and examine how art is influenced by time, place, beliefs and traditions. They use the Formal Framework and the Cultural Framework to examine the meanings and messages of selected artworks. In their practical work, students continue to explore techniques and develop personal and creative responses in their art making.

Outcomes

- Students should be able to analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.
- Students should be able to demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Assessment

- Refinement process and completed Artwork Folio
- Essay
- Semester Examination

KLA Team Leader: Ms Melinda Wills

Career Paths/ Future Directions:

Robotics, Mechatronics, Electronics, Technology, Biotechnology, Physics, Engineering, App Design, Computer Programming, Applied Scientist, Inventor.

BRIEF DESCRIPTION

In consultation with their teacher, students will design, make and program a device to meet a particular challenge or solve a particular problem (eg. a self-controlled, environmentally friendly room, a car that can negotiate around obstacles, automatic boom gates, a room security and alarm system, a computer controlled pet food dispenser, etc). Students will use physical tools and materials, along with knowledge and skills from Mathematics, Science and Technology. Students will use coding and computing to manage their device and allow it to receive inputs, interact with and respond to its physical environment and control outputs such as lights, motors and LED displays.

AIMS

- To encourage students to creatively and logically apply problem solving skills;
- To develop and expand the ability of the students to write and refine computer code in order to control input and output devices to perform real problem-solving tasks;
- To encourage students to apply knowledge drawn from across their Science, Mathematics and Technology areas of study;
- To give students an insight into possible future career paths in Robotics, Engineering, Computer Programming and related industries;
- To allow students to develop competence and confidence in the use of physical construction tools and materials.

TOPICS COVERED

- Problem solving and the design process;
- Safe use of tools;
- Introduction to coding;
- Introduction to engineering;
- Using the micro-processor;
- Project design and construction.

KLA Team Leader: Ms Melinda Wills

Future Directions:

This subject will prepare students for the subject VCE VET Certificate II Fashion and Design Technology. It will focus on research, design, production and evaluation skills in the area of clothing, fashion and textiles.

BRIEF DESCRIPTION

This unit aims to introduce students to the skills and processes of design and construction in the area of clothing, fashion and textiles.

Students will focus on working through a design process to develop a design folio that will allow students to explore the techniques used by designers to create and produce fashion and textile items. Students will use patterns to adapt a basic shape to meet particular design needs. They will undertake a study of fabrics and their suitability for garment construction.

AIMS

- To introduce students to the fashion industry and current trends;
- To introduce students to a range of fabrics and appropriate sewing skills;
- To introduce students to commercial patterns and garment construction techniques.

TOPICS COVERED

- Investigation and analysis of fashion trends;
- Use of a sewing machine;
- Development of design options;
- Construction of a woven garment;
- Construction of a non-woven garment;
- Production of a Fashion Folio.

KLA Team Leader: Ms Melinda Wills

Future Directions:

This subject will be a good preparation for students interested in Food Technology in VCE. It also gives skills in design, management and planning that will be useful in many areas of school and life.

BRIEF DESCRIPTION

This unit covers a broad range of nutritional experiences that encourage life-long healthy dietary practices. Students will critically evaluate the varieties of food available to the Australian consumer. Practical sessions are designed to link up with and reinforce aspects of work covered in theory lessons.

AIMS

- To reinforce the principles of nutrition in relation to health and wellbeing;
- To increase skills in food preparation, safe work habits and hygiene;
- To introduce students to the basic principles of money, time and resource management;
- To investigate the influences of other cultures on our diets;
- To develop a sound working knowledge of a variety of methods used in food selection.

TOPICS COVERED

A selection of topics from:

- Healthy food choices;
- Cultural and social significance of cooking, eating and preparing food;
- Adolescent health;
- Adolescent food choices;
- Practical work will incorporate a range of quick, tasty, healthy meals, delicious desserts and a variety of biscuits, cakes and pastries;
- Design, production and evaluation of a menu and production folio.

VCE VET CERTIFICATE II MUSIC INDUSTRY**TWO UNITS****KLA Team Leader: Ms Annette Kilsby**

This subject links directly to either VCE VET Certificate III Music Industry and/or VCE Music Performance Units 1 and 2. It provides students with song writing and recording skills and the knowledge and skills to work effectively in the music industry.

Career Paths/ Future Directions:

Musician, song writer, composer, arranger, copier, promoter, teacher, instrumentalist.

BRIEF DESCRIPTION

Students in Year 10 can choose to undertake VCE VET Certificate II Music Industry. This program leads to a nationally recognised qualification. From this, the student has the opportunity to continue into VCE VET Certificate III Music Industry in Years 11 and 12. This is a two year course within VCE and contributes to the ATAR. Students who have successfully completed VCE VET Certificate II Music Industry in Year 10 will also receive credit for some Year 11 units from the VCE VET Certificate III Music Industry. VCE VET Certificate II Music Industry can also be a pathway into VCE Music Performance in Years 11 and 12.

AIMS

- Create a base knowledge of the music industry;
- Build technical skills within ensemble performances;
- Expand knowledge as an overall musician through various genres of music.

TOPIC COVERED

- Performance;
- Song writing techniques;
- Rehearsal;
- Production & recording;
- Music Technology.

Application for Year 10 Student to Study VCE Units 1 and 2

NAME: _____

UNITS 1 AND 2 SUBJECTS: 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

In completing this application, students need to discuss this option in detail with the appropriate Year 9 Subject Teacher and the KLA Team Leader.

PART 1: APPLICATION CRITERIA

- An average of B+ in core subjects in Year 9 Semester One, including the subject (or similar) they would like to accelerate in;
- Regular attendance;
- Support for the College behavioural expectations;
- No UGs or Not Submitted grades;

**** If all four criteria are ticked continue to PART 2.**

PART 2: Reason(s) you wish to study a VCE Unit 1 and 2 sequence in Year 10:

PART 3: YEAR 9 SUBJECT TEACHER'S RECOMMENDATIONS

VCE Unit 1 and 2 Subject Name: _____

Comments:

Student has an average of B+ in this subject Yes

Subject Teacher's Signature: _____

SUPPORTING MATERIAL

- Please include a letter from your parents in support of this application.

STUDENTS SHOULD NOTE THE FOLLOWING:

- Each application will be considered individually;
- Where class size is an issue, Year 11 student choices will take preference;
- Application will only be considered when all **supporting material is supplied**;
- A panel has been formed to decide the success of each application. Each student will need a preliminary interview with the panel.

Student Signature: _____

Parent Signature: _____

Date: _____

Applications due to **Administration Office** on **Tuesday, 1 August 2017**.



Subject Selection Instructions

Year 10 – 2018

Students will receive an email entitled “noreply@selectmysubjects” with a subject line “Catholic Ladies’ College Year 10 2018 Subject Selection”. Please do not delete this email, you will need it to make your subject selections for 2018.

When you are asked to make your subject selections you will need to logon to a computer with an internet connection (using Firefox or Google Chrome) and a printer.

Open your email and click on the link “Click here to open Web Preferences” this will take you directly to the first page of your preference selection (you will need to use your Student Access Code and Password if you are using a computer that you cannot access your emails from).

Check that your name appears at the top of the screen under “Web Preferences Student Portal – Home Page”

Click on the “Add New Preferences” green button in the middle of the screen. Click on “View Instructions” top left hand side – read and follow these instructions.

Read and follow the instructions in the instruction box

Make your selections in the boxes on the top of the screen. Please remember to select both units if you would like to study a Language, or a Unit 1 & 2 subject. If you have chosen to study a Unit 1 & 2 subject please select **all** subjects in the bottom box in order of your preference.

Click on the “Proceed” button when it turns green. If the button is greyed out please go back to the instruction box and ensure you have made a selection in all of the Preference boxes and the Reserve boxes and check that you have not selected a subject twice.

A new screen will be shown listing your preferences and reserves if all is correct click on the “Submit Valid Preferences” button. If you have any messages in red on this screen click the back button and correct any errors before proceeding.

The next screen shows your confirmed choices, click on the “Open Print View” button

On the next screen click the “Print Receipt” button.

Submit the form to your Homeroom teacher no later than **Tuesday, 1 August**.