Introduction

St Bede’s College was founded by the De La Salle Brothers in 1938 to educate, in partnership with parents, men of faith, integrity, individuality and compassion, confident of their own worth and wholly involved in the transformation of society.

St Bede’s College strives to be a community which brings the Guiding Principles to life.

The Guiding Principles

- **God** is our focus. God is spoken about and we give time and energy to worship and social action.
- We are **Brothers/sisters** to each other. We always take care of each other. The older students will guide and care for the younger students. The Lasallian spirit of brotherhood/sisterhood will underpin all our actions.
- We must always be **honest** – no lying or cheating. The value of honesty is at the heart of relationships at St Bede’s College.
- **Respect** for self, others and property. These are gifts and are sacred.
- **Achievement** is valued. In the cultural, academic and sporting fields we strive to give our best effort

Learning at St Bede’s

St Bede’s College aims to ensure that all students achieve success in their pathway to the future and in the development of the skills and attributes necessary for adult life. As a Catholic school in the Lasallian tradition, we strive to:

- Provide an engaging, rigorous and cohesive curriculum
- Utilise a variety of instructional approaches which take into account the subject content and the needs of the students.
- Use rich, authentic assessment practices that provide opportunities for learning.
- Live our belief that each student can grow in his knowledge and skills.
- Use all the academic and non-academic information we have available to improve student learning

Students are supported in their studies by a highly qualified, experienced and committed staff. Special programs operate to support each student as he moves through his final years of schooling.
Year 10 Curriculum

Year 10 is a very exciting year level at St Bede’s College. Students will complete both Core and Elective studies and will have the opportunity to select what they wish to study from a wider range of subjects. At St Bede’s College, the Year 10 curriculum framework offers students a launch-pad into their senior phase of learning.

The Year 10 program is driven by two main goals. Firstly, to create an educational framework that offers the very best preparation for every student for their future. Courses and electives are delivered within both the Australian Curriculum and Victorian Essential Learning guidelines for accreditation, assessment and reporting. Our second and equally important goal is to provide multiple pathway options that enable each individual student to find challenge, success and fulfilment, with one eye firmly on the post-compulsory year levels.

Each student and their family are invited to use this handbook as a guide to assist subject selection for Year 10. During next year we expect students will find this blend of Core Studies (RE, English, History/Geography, Mathematics and Science) and Electives a challenging introduction to the rigour required in the senior years. In addition, such a structure is designed to ensure that students have a range of academic skills and experiences to draw upon when making choices for their senior secondary years later on.

Year 9 into Year 10 Subject Selection Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday July 20th</td>
<td>Year 9 Subject Selection Assembly</td>
</tr>
<tr>
<td></td>
<td>Handbooks distributed</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.selectmtsubjects.com.au">www.selectmtsubjects.com.au</a></td>
</tr>
<tr>
<td>Tuesday July 21st</td>
<td>Year 9 into 10 Subject Selection Information Evening 8-8.30pm</td>
</tr>
<tr>
<td>Friday July 24th</td>
<td>Applications for Acceleration due</td>
</tr>
<tr>
<td>Wednesday July 29th</td>
<td>Notification of acceptance for acceleration</td>
</tr>
<tr>
<td>Friday July 31st</td>
<td>All Subject Selection Due</td>
</tr>
<tr>
<td></td>
<td>Receipts to be submitted to Homeroom teachers</td>
</tr>
</tbody>
</table>

This Booklet

This booklet has been produced to provide parents and students with the information they need for the selection of relevant units for Year 10 and beyond. Every effort is made by the College to provide appropriate subjects for each student and to cater for individual needs and desires. Due to the constraints of timetabling, re-selection may need to occur in some cases.
Year 10 Structure

There are two pathways in Year 10. Each pathway leads to a range of post compulsory senior options. Some students have achieved results in Year 9 which make them eligible to begin their VCE studies early. Most students will continue with the standard year 10 program. There is no one ‘right’ pathway for everyone, each student is an individual and should consider their own circumstances. Below is a summary of how each pathway is structured.

<table>
<thead>
<tr>
<th>Standard Year 10</th>
<th>VCE Accelerated Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE STRUCTURE</strong></td>
<td><strong>CORE STRUCTURE</strong></td>
</tr>
<tr>
<td>All students will study</td>
<td>All students will study</td>
</tr>
<tr>
<td>• Religious Education</td>
<td>• Religious Education</td>
</tr>
<tr>
<td>• English</td>
<td>• English</td>
</tr>
<tr>
<td>• History/Geography</td>
<td>• History/Geography</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Mathematics</td>
</tr>
<tr>
<td>• Science</td>
<td>• Science</td>
</tr>
<tr>
<td><strong>ELECTIVE STRUCTURE</strong></td>
<td><strong>ELECTIVE STRUCTURE</strong></td>
</tr>
<tr>
<td>Students choose four (4) electives</td>
<td>Student Choose two (2) electives</td>
</tr>
<tr>
<td>• LOTE counts as 2 electives (yearlong)</td>
<td>• LOTE counts as 2 electives</td>
</tr>
<tr>
<td>• Language Workshop Counts as one elective</td>
<td></td>
</tr>
<tr>
<td>Students choose a Unit 1 &amp; 2 VCE sequence.</td>
<td></td>
</tr>
</tbody>
</table>
What is VCE?

Victorian Certificate of Education

About the VCE Pathway

What is the VCE?

The VCE is the certificate most students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at university or TAFE, and to employment.

When can you start your VCE?

The VCE is usually done in Year 11 and 12 but can be started in Year 10. About half of Victorian Year 10 students take some VCE units.

What studies can you choose?

There are over 90 VCE studies, or subjects, and over 30 VCE/VET programs to choose from. **In Year 10 at St Bede’s there are a restricted number of subjects available for accelerated studies.** You will find complete lists of VCE studies on the VCAA website. To be awarded the VCE students must satisfactorily complete a minimum of 16 Units. Each Unit equals a Semester length study.

Acceleration Requirements

Students **may apply** to take one Unit 1-2 sequence, in place of two elective subjects.

In order to be eligible to undertake a Unit 1-2 sequence in a subject in Year 10, students must meet the following criteria:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>• 80% or above in English&lt;br&gt;• 80% or above in two other core subjects, <em>(one of which must be the subject directly related to your choice – e.g. acceleration into Unit 1-2 Environmental Science would require 80% or above in Year 9 Science)</em></td>
</tr>
<tr>
<td>2.</td>
<td>A letter of support from a parent/guardian</td>
</tr>
<tr>
<td>3.</td>
<td>Completion of the appropriate application form (BLUE) <em>(Available outside Ms. Haggett’s Office)</em>, including provision of Year 9 report and parent/guardian letter of support.</td>
</tr>
<tr>
<td>4.</td>
<td>All applications due to Ms Haggett by <strong>July 24th</strong></td>
</tr>
<tr>
<td>5.</td>
<td>You will be notified as to whether your acceleration application has been approved by email on <strong>July 29th</strong>. At this time you will able to complete your subject selection online.</td>
</tr>
</tbody>
</table>

**NOTE**

- Not all VCE subjects are available for acceleration.
- Applications not meeting the above criteria will not be considered.
- Where approval has been granted to undertake an accelerated course of study, students should be aware that priority for places in subjects is given to Year 11 students.
**Elective Groups**

If you are completing the **Standard Year 10 Course** you need to choose

- 1 elective from each group,
- PLUS one reserve preference for each group.

**Group 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTP</td>
<td>ART: PORTRAITURE AND SURREALISM</td>
</tr>
<tr>
<td>BUSE</td>
<td>BUSINESS: ECONOMICS</td>
</tr>
<tr>
<td>BUSS</td>
<td>BUSINESS: SELLING &amp; PROFIT</td>
</tr>
<tr>
<td>DTWO</td>
<td>DESIGN TECHNOLOGIES: WOOD</td>
</tr>
<tr>
<td>DIAP</td>
<td>DIGITAL TECHNOLOGIES: ADVANCED PROGRAMMING</td>
</tr>
<tr>
<td>PEFT</td>
<td>FITNESS AND TRAINING</td>
</tr>
<tr>
<td>LAWS</td>
<td>LANGUAGE WORKSHOP</td>
</tr>
<tr>
<td>LOFR</td>
<td>LOTE: FRENCH (must take LOTE in Group 3)</td>
</tr>
<tr>
<td>LOIN</td>
<td>LOTE: INDONESIAN (must take LOTE in Group 3)</td>
</tr>
<tr>
<td>LOIN</td>
<td>LOTE: ITALIAN (must take LOTE in Group 3)</td>
</tr>
<tr>
<td>MUSI</td>
<td>MUSIC: THE INDUSTRY</td>
</tr>
<tr>
<td>PEGS</td>
<td>PE: ADVANCED GAMES SKILLS</td>
</tr>
<tr>
<td>DRAM</td>
<td>THEATRE STUDIES</td>
</tr>
</tbody>
</table>

**Group 2**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSS</td>
<td>*BUSINESS: SELLING &amp; PROFIT</td>
</tr>
<tr>
<td>DTSR</td>
<td>DESIGN TECHNOLOGIES: ROBOTICS</td>
</tr>
<tr>
<td>DTWO</td>
<td>*DESIGN TECHNOLOGIES: WOOD</td>
</tr>
<tr>
<td>DIWT</td>
<td>DIGITAL TECHNOLOGIES: WEB TECHNOLOGIES</td>
</tr>
<tr>
<td>PEFT</td>
<td>*FITNESS AND TRAINING</td>
</tr>
<tr>
<td>HIS C</td>
<td>HISTORY: THE CRUSADES</td>
</tr>
<tr>
<td>LAWS</td>
<td>LANGUAGE WORKSHOP</td>
</tr>
<tr>
<td>LEGA</td>
<td>LEGAL: LIVING WITH THE LAW</td>
</tr>
<tr>
<td>MED</td>
<td>MEDIA: LIGHTS CAMERA ACTION</td>
</tr>
<tr>
<td>OUED</td>
<td>OUTDOOR EDUCATIONAL STUDIES</td>
</tr>
<tr>
<td>PEGS</td>
<td>PE: ADVANCED GAMES SKILLS</td>
</tr>
<tr>
<td>VISD</td>
<td>VISUAL COMMUNICATION &amp; DESIGN</td>
</tr>
</tbody>
</table>

**Group 3**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSS</td>
<td>BUSINESS: SELLING &amp; PROFIT</td>
</tr>
<tr>
<td>DTWO</td>
<td>DESIGN TECHNOLOGIES: WOOD</td>
</tr>
<tr>
<td>DIAP</td>
<td>DIGITAL TECHNOLOGIES: ADVANCED PROGRAMMING</td>
</tr>
<tr>
<td>PEFT</td>
<td>FITNESS AND TRAINING</td>
</tr>
<tr>
<td>LAWS</td>
<td>LANGUAGE WORKSHOP</td>
</tr>
<tr>
<td>LEGA</td>
<td>LEGAL: LIVING WITH THE LAW</td>
</tr>
<tr>
<td>LOIT</td>
<td>LOTE: ITALIAN</td>
</tr>
<tr>
<td>LOFR</td>
<td>LOTE: FRENCH</td>
</tr>
<tr>
<td>LOIN</td>
<td>LOTE: INDONESIAN</td>
</tr>
<tr>
<td>LOIN</td>
<td>LOTE: ITALIAN</td>
</tr>
<tr>
<td>MEDI</td>
<td>MEDIA: LIGHTS CAMERA ACTION</td>
</tr>
<tr>
<td>MUSP</td>
<td>MUSIC: THE PERFORMER</td>
</tr>
</tbody>
</table>

**Group 4**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSE</td>
<td>BUSINESS: ECONOMICS</td>
</tr>
<tr>
<td>DTME</td>
<td>DESIGN TECHNOLOGIES: METAL</td>
</tr>
<tr>
<td>DTSR</td>
<td>DESIGN TECHNOLOGIES: ROBOTICS</td>
</tr>
<tr>
<td>DTWO</td>
<td>DESIGN TECHNOLOGIES: WOOD</td>
</tr>
<tr>
<td>PEFT</td>
<td>FITNESS AND TRAINING</td>
</tr>
<tr>
<td>HLTH</td>
<td>HPE: HEALTH FOR LIFE</td>
</tr>
<tr>
<td>LAWS</td>
<td>LANGUAGE WORKSHOP</td>
</tr>
<tr>
<td>LEGA</td>
<td>LEGAL: LIVING WITH THE LAW</td>
</tr>
<tr>
<td>MED</td>
<td>MEDIA: LIGHTS CAMERA ACTION</td>
</tr>
<tr>
<td>OUED</td>
<td>OUTDOOR EDUCATIONAL STUDIES</td>
</tr>
<tr>
<td>POLI</td>
<td>POLITICS: POWER AND SOCIETY</td>
</tr>
<tr>
<td>VISD</td>
<td>VISUAL COMMUNICATIONS: DESIGNERS INC.</td>
</tr>
</tbody>
</table>

1. Any requested changes next year may be negotiated depending on educational rationale and availability of placement. **Changes to Elective choices cannot be guaranteed.**
2. All Elective choices are provided, within the limitations of school staff, facility resourcing and student demand.
3. All Electives are semester long except LOTE which is year-long (two semesters).
4. Electives with an asterix (*) in front of them are a repeat of the same subject and cannot be chosen twice.
If you are applying to complete a VCE Accelerated Year 10 Course you need to choose:

- Unit 1 and Unit 2 of the same subject
- 2 electives from the remaining two groups
- 1 reserve elective from each group

**Group 1**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTP10</td>
<td>BUSU10</td>
</tr>
</tbody>
</table>
| BUSU10  | "BUSINESS: SELLING & PROFIT"
| BUSS10  | DTSR10  |
| DTWO10  | DESIGN TECHNOLOGIES: ROBOTICS |
| DIAP10  | DTWO10  |
| DIAP10  | "DESIGN TECHNOLOGIES: WOOD"
| PEFT10  | PEFT10  |
| LAWS10  | "FITNESS AND TRAINING"
| LOFR10  | LAWS10  |
| LOFR10  | LANGUAGE WORKSHOP |
| LOIN10  | LEGA10  |
| LOIN10  | "LEGAL: LIVING WITH THE LAW"
| MUSI10  | LEGA10  |
| MUSI10  | "LEGAL: LIVING WITH THE LAW"
| PEGS10  | LEGA10  |
| PEGS10  | "LEGAL: LIVING WITH THE LAW"
| DRAM10  | LEGA10  |
| DRAM10  | "LEGAL: LIVING WITH THE LAW"
| HIST11  | HIST22  |
| HIST11  | VCE Unit 2 History |
| PSYC11  | PSYC22  |
| PSYC11  | VCE Unit 2 Psychology |
| HEAL11  | HEAL22  |
| HEAL11  | VCE Unit 2 Health & Human Dev |

**Group 2**

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSU10</td>
<td>BUSU10</td>
</tr>
<tr>
<td>DTWO10</td>
<td>BUSE10</td>
</tr>
<tr>
<td>DIAP10</td>
<td>DTME10</td>
</tr>
<tr>
<td>DIAP10</td>
<td>DESIGN TECHNOLOGIES: METAL</td>
</tr>
<tr>
<td>PEFT10</td>
<td>DTSR10</td>
</tr>
<tr>
<td>PEFT10</td>
<td>DESIGN TECHNOLOGIES: ROBOTICS</td>
</tr>
<tr>
<td>LAWS10</td>
<td>DTWO10</td>
</tr>
<tr>
<td>LAWS10</td>
<td>DESIGN TECHNOLOGIES: WOOD</td>
</tr>
<tr>
<td>LEGA10</td>
<td>PEFT10</td>
</tr>
</tbody>
</table>
| LEGA10  | "FITNESS AND TRAINING"
| LOIT10  | HIST22  |
| LOIT10  | VCE Unit 2 History |
| LOFR10  | HIST22  |
| LOFR10  | VCE Unit 2 History |
| LOIN10  | MUSI10  |
| LOIN10  | MUSIC: THE INDUSTRY |
| MEDI10  | MUSI10  |
| MEDI10  | MUSIC: THE INDUSTRY |
| MUSP10  | DRAM10  |
| MUSP10  | THEATRE STUDIES |
| HIST22  | DRAM10  |
| HIST22  | THEATRE STUDIES |
| HIST22  | PSYC22  |
| PSYC22  | VCE Unit 2 Psychology |
| PSYC22  | PSYC22  |
| PSYC22  | VCE Unit 2 Psychology |
| HEAL22  | HEAL22  |
| HEAL22  | VCE Unit 2 Health & Human Dev |

**Group 4**

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSU10</td>
<td>BUSU10</td>
</tr>
<tr>
<td>DTWO10</td>
<td>BUSE10</td>
</tr>
<tr>
<td>DIAP10</td>
<td>DTME10</td>
</tr>
<tr>
<td>DIAP10</td>
<td>DESIGN TECHNOLOGIES: METAL</td>
</tr>
<tr>
<td>PEFT10</td>
<td>DTSR10</td>
</tr>
<tr>
<td>PEFT10</td>
<td>DESIGN TECHNOLOGIES: ROBOTICS</td>
</tr>
<tr>
<td>LAWS10</td>
<td>DTWO10</td>
</tr>
<tr>
<td>LAWS10</td>
<td>DESIGN TECHNOLOGIES: WOOD</td>
</tr>
<tr>
<td>LEGA10</td>
<td>PEFT10</td>
</tr>
</tbody>
</table>
| LEGA10  | "FITNESS AND TRAINING"
| LOIT10  | HIST22  |
| LOIT10  | VCE Unit 2 History |
| LOFR10  | HIST22  |
| LOFR10  | VCE Unit 2 History |
| LOIN10  | MUSI10  |
| LOIN10  | MUSIC: THE INDUSTRY |
| MEDI10  | MUSI10  |
| MEDI10  | MUSIC: THE INDUSTRY |
| MUSP10  | DRAM10  |
| MUSP10  | THEATRE STUDIES |
| HIST22  | DRAM10  |
| HIST22  | THEATRE STUDIES |
| HIST22  | PSYC22  |
| PSYC22  | VCE Unit 2 Psychology |
| PSYC22  | PSYC22  |
| PSYC22  | VCE Unit 2 Psychology |
| HEAL22  | HEAL22  |
| HEAL22  | VCE Unit 2 Health & Human Dev |
Who Can Help? For Information regarding subjects please see or contact:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact Person</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mr Murphy</td>
<td><a href="mailto:czm@stbedes.catholic.edu.au">czm@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Geography</td>
<td>Mr Lalor</td>
<td><a href="mailto:ol@stbedes.catholic.edu.au">ol@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>History</td>
<td>Ms Higham</td>
<td><a href="mailto:lh@stbedes.catholic.edu.au">lh@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr Devlin</td>
<td><a href="mailto:pld@stbedes.catholic.edu.au">pld@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>RE</td>
<td>Miss Greene</td>
<td><a href="mailto:rgg@stbedes.catholic.edu.au">rgg@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Mr Flattery</td>
<td><a href="mailto:of@stbedes.catholic.edu.au">of@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Accounting / Legal / Economics</td>
<td>Mr McKinnon</td>
<td><a href="mailto:smc@stbedes.catholic.edu.au">smc@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Art / Visual Comm.</td>
<td>Mr Withers</td>
<td><a href="mailto:rw@stbedes.catholic.edu.au">rw@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Health</td>
<td>Mrs Heatley</td>
<td><a href="mailto:jah@stbedes.catholic.edu.au">jah@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Mr Comas</td>
<td><a href="mailto:mc@stbedes.catholic.edu.au">mc@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Language Workshop</td>
<td>Mrs Gabron</td>
<td><a href="mailto:sq@stbedes.catholic.edu.au">sq@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>LOTE</td>
<td>Ms Dux</td>
<td><a href="mailto:axd@stbedes.catholic.edu.au">axd@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Media / Drama</td>
<td>Mr Irving</td>
<td><a href="mailto:si@stbedes.catholic.edu.au">si@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Music</td>
<td>Mr Hambly</td>
<td><a href="mailto:nh@stbedes.catholic.edu.au">nh@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>PE</td>
<td>Mr Rafferty</td>
<td><a href="mailto:knr@stbedes.catholic.edu.au">knr@stbedes.catholic.edu.au</a></td>
</tr>
<tr>
<td>Design Technology</td>
<td>Mr Danckert</td>
<td><a href="mailto:cd@stbedes.catholic.edu.au">cd@stbedes.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Additional advice can be sought from:

**Ms Haggett** – Deputy Principal: Teaching and Learning
**Mr Green** – Deputy Principal: Student Management and Wellbeing Years 7 to 9
**Mr Harrison** – Year 9 Level Coordinator
**Ms Gabron** – Individual Differences Coordinator

And your individual subject teachers.

Please be aware that:

- While St Bede’s College offers a comprehensive range of studies, not all units will be offered if numbers in classes are low.
- Some variations may occur to the Electives being offered due to changes in student numbers, staff availability, available resources and other units on offer. The College reserves the right to alter content.
- All students are required to indicate ‘Reserve Choices’ - although every effort is made to accommodate a student’s first choice this may not always be possible.
When Choosing your Year 10 Electives:

Make a decision about a combination of subjects that suits your future requirements, abilities and interest.

Choose subjects you enjoy.
We usually put more effort into a subject or activity we enjoy. Do you have a special talent in some area, for example, are you good with your hands, or do you have an artistic or creative aptitude? These abilities and aptitudes should be encouraged.

Choose subjects that hold your interest.
Some students enjoy subjects with a high practical workload while others may enjoy more theoretical subjects with higher assessment loads. It is essential that students and parents carefully read subject descriptions and/or make enquiries to teachers of that subject before a final choice is made.

Continue subjects you have done well in before.
Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths. A student’s past academic record is a good indication of future success. Consideration has to be given to whether a student has worked to their maximum ability. If results in Year 9 have been disappointing it may mean that the student has not worked diligently and consistently, that they did not like particular subjects or it may mean that they are not capable of high academic results. Subject Teachers will be able to give advice in this area.

Choose as broad a range of subjects as possible.
A wide subject choice will give you a sound, all round education. It also develops interests in many areas some of which you may like to specialise in later, and it helps to keep your options more flexible.

DON’T LOOK FOR EASY OPTIONS…
Don’t choose a subject just to stay with a friend.
Don’t choose a subject because it’s name sounds good.
Don’t choose a subject just because someone else suggested doing it.
Core Subjects

Year 10 - 2016
## Year 10 English

For more information about this Core Subject, see the Learning Area Leader: Mr Chris Murphy

<table>
<thead>
<tr>
<th>Major Focus – English</th>
<th>(Code: ENGL10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td></td>
</tr>
<tr>
<td>The Year Ten English course centres around three main strands or areas of study: Language, Literature and Literacy. Students complete a variety of activities designed to increase their confidence and competence in these areas. Students study the novel, &quot;Private Peaceful,&quot; and the play, “Romeo and Juliet”. They respond to these texts in a variety of oral and written modes. They are involved in a number of oral activities. Students experiment with different styles of writing and produce a variety of folio pieces directed towards different audiences and purposes. Students also work on Language Analysis which examines the use of persuasive language in media texts.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activities Include</strong></td>
<td></td>
</tr>
<tr>
<td>- Reading and responding to texts.</td>
<td></td>
</tr>
<tr>
<td>- Individual wide reading</td>
<td></td>
</tr>
<tr>
<td>- Class discussions.</td>
<td></td>
</tr>
<tr>
<td>- Informative and persuasive speeches.</td>
<td></td>
</tr>
<tr>
<td>- Creative and persuasive writing.</td>
<td></td>
</tr>
<tr>
<td>- Analysis of ways language is used to persuade.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Writing Folios</td>
<td></td>
</tr>
<tr>
<td>- Text Response work including essays</td>
<td></td>
</tr>
<tr>
<td>- Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>- Semester Examinations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must have the correct editions of the texts taught. They are also expected to complete their own private reading regularly at home and consolidate the invaluable habit of reading that should have been established since primary school.</td>
<td></td>
</tr>
</tbody>
</table>
Year 10 GEOGRAPHY

For more information about this Elective, see the Learning Area Leader: Mr. Lalor

Major Focus – Environmental Change (Code: GEOG10)

Description
There are two units of study in Year 10: Environmental change and management and Geographies of human wellbeing:

*Environmental change and management* focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

*Geographies of human wellbeing* focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Learning Activities Include
- Mapping
- Data Analysis
- Practicals
- Fieldwork
- Research

Assessment
- Workbook and Folio
- VDP
- Research Assignment
- Semester Exam

Special Information
- Students are expected to have a keen interest in Geography
Year 10 HISTORY: Australia and the Modern World

For more information about this core subject, see the Learning Area Leader: Ms Leanne Higham

**Major Focus – Australian history from 1918-present, within a global context** (Code: HIST10)

**Description**
The year 10 AusVELS History 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.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War Two? How did these consequences shape the modern world?
3. How was Australia society affected by other significant global events and changes in this period?

**Learning Activities Include**
- Source analysis
- Research and inquiry
- Essay writing
- Oral presentation

**Additional Information**
The Canberra Study Tour has been designed to complement this subject (as well as Year 9 History: The Making of the Modern World).

This subject is a good taster for the following VCE subjects offered at the College:
- VCE History 1 & 2: Twentieth Century (1900-1945, and 1945-2000)
- VCE History 3 & 4: Revolutions (France & Russia)
- VCE Politics 1 & 2: Australian & Global Politics
- VCE Politics 3 & 4: Global Politics

**Assessment**
- Overview presentation
- World War Two assessment
- Rights and Freedoms assessment
- The Globalising World assessment
- Semester examination
Year 10 MATHEMATICS

For more information about this Subject, see the Learning Area Leader: Mr Devlin

Major Focus – Continuing Conceptual Development (Code: MATA10, MATS10, MATC10)

Description
The following concepts will be covered in a Year 10 Mathematics over the course of the year. They are taken directly from the Australian Curriculum document as prescribed for this year level.

Semester 1:
- Co-ordinate Geometry
- Real numbers
- Linear Algebra
- Surface Area and Volume
- Indices
- Quadratic Expressions
- Quadratic Equations
- Functions
- Bivariate Data
- Statistics

Semester 2:
- Simultaneous Linear Equations
- Financial Mathematics
- Probability
- Deductive Geometry
- Trigonometry
- Functions

Learning Activities Include
- Data Analysis.
- Inquiry Learning.
- Working mathematically in Groups.
- Individual Skill Development.
- Development of CAS calculator skills.

Additional Information
At this year level all students must have a CASIO ClassPad fx-CP400.

Assessment
- Topic Tests.
- Inquiry Tasks.
- Semester Exams.
- Skill development measures.

Special Information
At the Year 10 level there are 3 courses of mathematics. They are a continuation of the same 3 courses from Year 9 and it is expected that students will remain at the same course level over the 2 years. The college will use report results PAT Maths results and Teacher Advice to confirm this choice.
# Year 10 RELIGIOUS Education

For more information about this Elective, see the Learning Area Leader: Mrs Tuohy

## Unit 1 Religion and Society (Code: REDB10. REDL10, REDM10, REDS10)

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live. Throughout this unit at least two religious traditions should be studied. Different religious traditions may be selected for each area of study.

**Learning Activities Include:**
- identify and describe the nature and purpose of religion
- explain the contribution of religion to the development of human society
- interpret and synthesise source material.

**Assessment tasks for this unit are selected from the following:**
- report in multimedia format
- debates
- identification exercises
- analytical exercises
- oral presentations
- interviews
- annotated charts
- flow charts
- essay
- test
- written exercises

## Unit 1 Texts and Traditions (Code: REDB10. REDL10, REDM10, REDS10)

This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

**Learning activities including**
- identify and explain particular literary forms according to their literary structure and character
- analyse the characteristics and purpose of a text within its wider literary context
- identify historical and cultural information relevant to an understanding of selected texts
- describe and evaluate meanings attributed to text by the later religious tradition

**Assessment tasks for this unit are selected from the following:**
- summaries
- textual commentaries
- essays
- oral presentations
- where appropriate, supported by multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short-answer questions

For more information about this Elective, see the Learning Area Leader: Ms. Greene & Mrs Tuohy
Description
The course is divided into Science sub-topics where the students develop a deeper understanding and appreciation for Biology, Chemistry, Physics and Environmental Science.

The Physics component focuses on Motion and students gain knowledge of Newton’s Laws and how the can be used to explain the motion of matter. Features of the Universe are also investigated. In Chemistry, the atom is studied and the behaviour of matter in relation to chemical reactions is investigated through practical experiments. Students learn about the basics of Genetics in Biology and how and why inheritance patterns occur. They also gain an understanding of the Theory of Evolution through natural selection. Finally, students will investigate how human activity can impact on the environment in Environmental Science.

Assessment
- Practical reports
- Assignments
- Topic tests
- Examination

Learning Activities Include
- Various Practical Experiments
- Science theory based activities
- Researching and Communicating
- Data Analysis
- ICT based tasks

Additional Information
As part of the Biology component of the course, students will take part in an excursion to Melbourne University and the Melbourne Museum to learn about Genetics and Evolution.

Special Information
While working in a Science Laboratory it is important that safety is addressed. Correct practice and safety conventions are to be followed at all times.
Elective Offerings

Year 10 - 2016
Year 10 MEDIA: Lights, Camera, Action

For more information about this Elective, see the Learning Area Leader: Mr Steve Irving

You may be interested in this Elective if you enjoy:
Watching movies and television, playing computer games and creating your own media projects.

Or wish to pursue these subjects in the Senior Years:
Media & Theatre Studies

Major Focus – Development of knowledge & skills to produce a media project. (Code: MEDI10)

Description
In this unit students will explore the techniques, skills and processes required to make feature films, short films and video or photo-documentaries.

Students will explore and analyse professional films and documentaries such as “Jaws”, “Scream”, “Raiders of the Lost Ark”, “Fahrenheit 9/11” and “Supersize Me”.

Students will also explore the sub genres of short film & mockumentary, through viewing Tropfest, Flickfest & Bayside Film Festival productions.

Students will be required to study and research the production process and the various roles undertaken to produce a media product.

In small groups, students will then plan, shoot and edit their own short video, choosing narrative, documentary and/or mockumentary as their style of production.

Learning Activities Include
- Watching and studying films/television
- Practical classes in production techniques
- Scriptwriting and planning
- Editing and Post-production techniques

Assessment
- Film Analysis
- Pre-Production Tasks
- Group Video Production and/or Photography
- Post-Production Tasks

Special Information
- Students are expected to have a keen interest, enthusiasm and a willingness to work out of class time and after school to complete their chosen media projects.
Year 10 THEATRE STUDIES: Working with Scripts

For more information about this Elective, see the Learning Area Leader: Mr Steve Irving

You may be interested in this Elective if you enjoy:
Drama & performing, school productions, English, Literature, story-telling & Media

Or wish to pursue these subjects in the Senior Years:
Theatre Studies and Media

<table>
<thead>
<tr>
<th>Major Focus – Working with Scripts</th>
<th>(Code: DRAM10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td></td>
</tr>
<tr>
<td>In this Unit, students will work with and study scripts from well-known as well as cutting edge playwrights. They will learn how to analyse and interpret written text to develop their understanding of meaning and symbol. Students will be required to realise the theatrical possibilities of these texts through performance and the course will run at the same time as the College Production to allow the students hands on experience in all aspects of the Theatrical Process.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activities Include</strong></td>
<td></td>
</tr>
<tr>
<td>Monologue Interpretation through Acting and Direction (Performance based)</td>
<td></td>
</tr>
<tr>
<td>Scene study of a chosen text through performance (Group Presentation)</td>
<td></td>
</tr>
<tr>
<td>Theatrical Styles (Pre Modern and Modern) research assignment</td>
<td></td>
</tr>
<tr>
<td>Practical application of Stagecraft in College Production</td>
<td></td>
</tr>
<tr>
<td>Evaluation and analysis of a professional Theatrical Presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Information</strong></td>
<td></td>
</tr>
<tr>
<td>It is anticipated that students undertaking this area of study will also participate in the annual college production either as an actor or in a stagecraft design &amp; operation role.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Journal</td>
</tr>
<tr>
<td>Performance Tasks</td>
</tr>
<tr>
<td>Stagecraft Tasks</td>
</tr>
<tr>
<td>Theatrical Research Task</td>
</tr>
</tbody>
</table>
Year 10 MUSIC: The Industry

For more information about this Elective, see the Learning Area Leader:  Mr Hambly

You may be interested in this Elective if you enjoy:
Performing music in groups and would like to learn more about music technology and song writing/ arranging.

Or wish to pursue these subjects in the Senior Years:
VET/VCE Music Industry-Technical Production

**Major Focus – Skill development in group performance, song writing techniques and technology used in contemporary performances.** (Code: MUSI10)

**Description**
This unit will draw upon skills that were introduced in Year 9 Music classes- The Player and The Instrumentalist.

The major focuses will be:

1. Further skill development on instruments such as the guitar, drum kit, voice, keyboard and other instruments that student's may have acquired skills upon.
2. The development of effective rehearsal techniques and appropriate presentation skills.
3. Song analysis and composition techniques.
4. Analysis of the behaviour of sound and basic techniques in sound reinforcement.

**Learning Activities Include**
- Preparation and performance of Group pieces.
- Using music software to develop song writing techniques.
- Development of relevant theory / aural skills.
- Use of Music technology including PA systems.

**Assessment**
- Preparation and presentation of performances
- Skills in using music software to complete exercises in composition techniques.
- Aural and Theory skills.
- Appropriate use of sound reinforcement equipment.

**Special Information**
- Students are expected to be able to perform competently (at least two years of instrument tuition) on an instrument/voice. All students should be willing to sing. Students must also participate in all theoretical aspects involved in this study.

- Successful completion of this subject could enable students to gain a pathway to VET Music Industry studies.

- This subject does not directly lead to Music Performance studies at VCE. (Students are advised to select the subject Music –The Performer if this is being considered). Students would need to complete this subject with a high standard of results and prove competence in aural, theory and performance skills prior to selecting this VCE Music unit.
Year 10 MUSIC: The Performer

For more information about this Elective, see the Learning Area Leader: Mr Hambly

You may be interested in this Elective if you enjoy:
Preparing and playing music as a soloist and within ensembles/groups.

Or wish to pursue these subjects in the Senior Years:
Music Performance/Music Investigation/VET Music.

Major Focus – Development of Solo and group performance skills on the student’s main instrument.

(Code: MUSP10)

Description
This subject is designed to develop skills in music performance in both solo and group settings and prepare students for the demands of VCE Music Performance.

Musicianship skills that are used in the realisation of performances and in analysing music are also covered in this subject.

Learning Activities Include
• Solo and Group Performances
• Techniques in unprepared performance
• Analysis of pieces from a range of genres.
• Aural /Theory work.
• Using music technology including recording software.

Assessment
• Presentation of solo and group performances
• Technical skill assessment
• Analysis tasks including assignments/tests
• Composition exercises using music software
• Aural / Theory exercises
• Understanding and use of music recording software.

Special Information
• This elective is primarily suited to instrumentalists/vocalists who may wish to study Music Performance in VCE.

• It is expected that students have completed 2-3 years instrumental/vocal tuition prior to entering this subject.

• Students are recommended to undertake instrumental / vocal music instruction on a weekly basis as they study this subject. (Either at St. Bede’s or an external teacher). The instrumental/vocal instructor will be a significant contributor to performance programs and assessment.
You may be interested in this Elective if you enjoy:
The practical side of Physical Education and improving your personal fitness.

Or wish to pursue these subjects in the Senior Years:
Physical Education

<table>
<thead>
<tr>
<th>Major Focus – Designing Training Programs to improve Personal Fitness (Code: PEFT10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Theory lessons will focus on fitness components and testing as well as training methods and principles. Students will examine training program design and relevant safety considerations as well as the major body systems involved during exercise. Students will thoroughly assess their personal fitness and use the results to devise a personal training program aimed at improving areas of weakness. This program will then be completed during class time over approximately 6 weeks and at its conclusion, fitness levels will be reassessed and conclusions drawn regarding the effectiveness of the training program. Other practical sessions will focus on the various training methods and may include circuit training, aerobics, weight training, fartlek, fit ball, speed training, beach activities and active games.</td>
</tr>
<tr>
<td><strong>Learning Activities Include</strong></td>
</tr>
<tr>
<td>- Practical Classes</td>
</tr>
<tr>
<td>- Fitness Testing</td>
</tr>
<tr>
<td>- Circuit classes</td>
</tr>
<tr>
<td>- Peer instruction</td>
</tr>
<tr>
<td><strong>Additional Information</strong></td>
</tr>
<tr>
<td>It is anticipated that two periods out of the five allocated periods each fortnight would be used to cover the theoretical component.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Workbook</td>
</tr>
<tr>
<td>- Topic Tests</td>
</tr>
<tr>
<td>- Laboratory Activities</td>
</tr>
<tr>
<td>- Fitness Assignment</td>
</tr>
<tr>
<td>- End of Semester Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Special Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- This unit requires students to actively participate in physical activity. Students do not need to be playing in regular sport competition but should be interested in improving their own personal level of fitness.</td>
</tr>
</tbody>
</table>
Year 10 PE & HEALTH: Advanced Games Skills

For more information about this Elective, see the Learning Area Leader: Mr Rafferty

You may be interested in this Elective if you enjoy:
The practical side of Sport

Or wish to pursue these subjects in the Senior Years:
Physical Education

Major Focus – Sport strategies and coaching (Code: PEGS10)

<table>
<thead>
<tr>
<th>Description</th>
<th>Learning Activities Include</th>
</tr>
</thead>
</table>
| The majority of this unit focuses on analysing skills and practice as well as the roles, skills and tactics used in a range of sporting environments. The theory component examines tactics, strategies, games sense and sporting conduct in a variety of sporting areas. Students will examine various Skill Learning Principles and types of Practice. Various aspects of Sports Coaching will also be examined such as coaching styles, methods, roles and responsibilities. Students will be required to design and implement a training session for a chosen sport. | Practical Classes  
Developing ‘Games Sense’  
Peer Coaching and instruction |

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is anticipated that two periods out of the five allocated periods each fortnight would be used to cover the theoretical component.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| Workbook  
Sports Skills  
Laboratories  
Topic Tests  
Major assignment  
End of Semester Test |

<table>
<thead>
<tr>
<th>Special Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are expected to have a basic knowledge of the rules and tactics of major games and an interest in improving their own performance in these games.</td>
</tr>
</tbody>
</table>
For more information about this Elective, see the Learning Area Leader: Mrs Heatley or Mr Rafferty

You may be interested in this Elective if you enjoy:
Learning about health issues affecting young people in Australia

Or wish to pursue these subjects in the Senior Years:
Health and Human Development or Physical Education

**Major Focus – Mental Health, Risk-Taking Behaviours & Nutrition**  
(Code: HLTH10)

**Description**
This unit is classroom based and explores a range of health issues affecting Australian Youth. It includes an overview of the concept of health and analyses the health of young people in Australia. It is designed to introduce students to the mental dimension of health. It addresses the difference between mental health and mental illness and provides students with information about range of factors that protect and put youth at risk of developing mental illness. Risk taking, in the areas of sexual behaviour, drug and alcohol misuse and road safety, is explored and harm minimisation strategies are discussed and evaluated. Nutrition and dietary behaviours of young people and their links to healthy body weight are also a focus course. Students will analyse their own food intake using the Australian Dietary Guidelines and evaluate other food selection models.

This unit is theory based but includes some practical sessions aimed at promoting mental health and healthy body weight through physical activity.

**Learning Activities Include**
- Researching risk behaviours
- Case studies
- Media analysis

**Additional Information.**
- This unit is theory based but includes some practical sessions including those aimed at promoting mental health through physical activity.

**Assessment**
- Workbook
- Topic Tests
- Major Assignment
- End of Semester Test

**Special Information**
- In addition to preparing students for Unit 1 & 2 Health and Human Development, this unit has been structured to facilitate direct enrolment into **Unit 3 & 4 Health and Human Development for high achieving students**
- Students are expected to have a keen interest in the theoretical aspects of health education. Discussion forms an important part of this course and a wide variety of opinions must be respected.
Year 10 PE & HEALTH: Outdoor and Environmental Studies

For more information about this Elective, see the Learning Area Leader: Mr Rafferty or Mr Borella

You may be interested in this Elective if you enjoy:
The practical side of Environmental Education, practically based activities, adventure activities, environmental science.

Or wish to pursue these subjects in the Senior Years:
Outdoor Education

<table>
<thead>
<tr>
<th>Major Focus – Outdoor recreation</th>
<th>(Code: OUED10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td></td>
</tr>
<tr>
<td>This course examines the ways in which humans understand and relate to the environment in particular reference to outdoor recreation and outdoor activities. The focus is on:</td>
<td></td>
</tr>
<tr>
<td>• The individual and his/her personal relationship with the natural environment.</td>
<td></td>
</tr>
<tr>
<td>• The many ways in which nature is understood and perceived.</td>
<td></td>
</tr>
<tr>
<td>• Outdoor pursuits and outdoor recreation in Australia</td>
<td></td>
</tr>
<tr>
<td>• Equipment used in outdoor recreation.</td>
<td></td>
</tr>
<tr>
<td>• Safety in the outdoors and on outdoor trips.</td>
<td></td>
</tr>
<tr>
<td>• Planning an outdoor trip</td>
<td></td>
</tr>
<tr>
<td>• Minimal Impact Strategies</td>
<td></td>
</tr>
<tr>
<td>• Rules/Regulations and laws in relation to the outdoors</td>
<td></td>
</tr>
<tr>
<td>• Marketing and selling experiences</td>
<td></td>
</tr>
</tbody>
</table>

| Learning Activities Include     |               |
| • Practical Classes             |               |
| • Work tasks, both minor and major assignments |               |
| • Day Trips                      |               |

| Additional Information          |               |
| • The class will participate in 4 separate day trips to various locations and for various activities throughout the course. |               |
| • The course will require an extra levy, of approximately $300, to be paid for these activities. (the price may vary due to activities undertaken) |               |

| Assessment                      |               |
| • Written Reports               |               |
| • Assignments                   |               |
| • End of Semester Test          |               |
| • Practical Component           |               |

| Special Information             |               |
| • Students are expected to have a keen interest in Environmental science as well as having a high level of fitness and skill to undertake the practical activities completed in class and on camp. |               |
Year 10 DIGITAL TECHNOLOGIES: Advanced Programming

For more information about this Elective, see the Learning Area Leader: Mr Comas

You may be interested in this Elective if you enjoy:
Creating and manipulating computer programs. Working independently and problem solving.

Or wish to pursue these subjects in the Senior Years:
VCE Information Technology.

Major Focus – Programming (Code: DIAP10)

Description
This course teaches the skills needed to write simple computer programs. Students learn effective screen design and program planning before writing working programs using Visual Basic. Students focus on the structure and internal documentation of programs. Outcomes include computer animations and making simple utilities and games.

Learning Activities Include
• Creating an electronic journal of their learning of Programming.
• Learning how to design and create working computer programs.
•Manipulating and debugging programming code.
• Examining what makes an effective computer program.

Additional Information
• Visit: http://web.stbedes.catholic.edu.au/Student/IT/welcome.htm and click on “Year 10 Advanced Programming” to find out more.

Assessment
• Project 1
• Project 2
• Unit Test
• End of Semester Test

Special Information
• This is a challenging course that would suit students with good mathematical ability.
Yea Year 10 DIGITAL TECHNOLOGIES: Web Technologies

For more information about this Elective, see the Learning Area Leader: Mr Comas

You may be interested in this Elective if you enjoy:
Web design and authoring. Being creative, working independently and problem solving.

Or wish to pursue these subjects in the Senior Years:
VCE Information Technology.

Major Focus – Designing and developing web elements (Code: DIWT10)

Description
This course introduces some of the many techniques used to design, develop and maintain dynamic websites. Students learn some of the 'tricks of the trade' as they explore HTML, CSS and Dreamweaver. This course focuses on the 'how and why' of web authoring. Students construct a series of web pages of increasing complexity leading to a fully functional website of their own design.

Learning Activities Include
- Creating an electronic journal of their learning of HTML, CSS and Dreamweaver.
- Learning how to design and create functional web pages/sites.
- Manipulating and debugging HTML and CSS code.
- Examining the formats and conventions in creating effective web pages/sites.

Additional Information
  and click on “Year 10 Web Design” to find out more.

Assessment
- HTML Assignment
- CSS Assignment
- End of Semester Test
Year 10 HISTORY: The Crusades

For more information about this Elective, see the Learning Area Leader: Ms Higham

You may be interested in this Elective if you enjoy:
History; how it is interpreted and debated, as well as a challenge

Or wish to pursue these subjects in the Senior Years:
History – Twentieth Century and/or Revolutions
Politics – Australian and Global Politics

**Major Focus – Changing interpretations of evidence relating to the Crusades** (Code: HISC10)

**Description**

In this unit, students will examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- The origins of the Crusades
- Origins and motivations of the Crusaders
- The aims and actions of the Crusaders
- The Crusades as religious and political activities
- The impact of the Crusades on the Middle East, Constantinople and Europe

**Learning Activities Include**

- Development of rich inquiry questions
- Analysis and evaluation of primary and secondary sources
- Identification and analysis of historical perspectives
- Identification and analysis of historical interpretations
- Development of research and bibliographical skills
- Historical essay writing

**Assessment**

- Workbook and Folio
- Source analysis
- Case study
- Extended History Project (essay format)

**Special Information**

- Students must have achieved 75% or higher in Year 9 History. This is a very challenging course, involving lots of reading and interpretation of historians’ perspectives.
- Students are also expected to have a keen interest in Medieval History and in the study of History more generally.
Year 10 POLITICS: Power and Society

For more information about this elective subject, see the Learning Area Leader: Ms Leanne Higham

Major Focus – power in contemporary Australian society (Code: POLI10)

Description
This subject explores how power functions in society to affect the behaviour of social groups (and from this, individuals). To do this, it draws on the social sciences of Politics and Sociology. Political scientists study power and influence, particularly how power is exercised to influence behaviour. We can come to understand how power can become concentrated in some, while those without power can become marginalised and experience disadvantage. To develop a sociological imagination is to examine society from multiple points of view. It sees the social in individual behaviour. In studying ordinary, everyday individual experiences (small-scale), sociologists can start to understand the complex social organisations that make up the structures of society (large-scale). Power and society work together to shape who we are and how we act.

Students will consider their own identities and their formation within some of the social institutions they exist within: school, subcultures, and the local community. They will analyse the way power operates in each of these settings, shaping social behaviour and identities.

Key knowledge:
- What is power? What is society?
- School life
- Youth subcultures
- Local community

Learning Activities Include
- Source analysis
- Research and inquiry
- Film analysis
- Oral presentation

Additional Information
This subject is a good taster for the following VCE subjects offered at the College:
- VCE Sociology 1 & 2
- VCE Sociology 3 & 4 (expected 2017 onwards)
- VCE Politics 1 & 2: Australian & Global Politics
- VCE Politics 3 & 4: Global Politics

Assessment
- Test: power and society
- School identity research report
- Youth identity research report
- Local community representation analysis
For more information about this Elective, see the Learning Area Leaders: Mr Danckert

You may be interested in this Elective if you enjoy:
- Working with your hands
- Problem Solving
- Working with timber

Or wish to pursue these subjects in the Senior Years:
- Product Design and Technology
- Systems Engineering

**Major Focus – Designing, producing and evaluating (Code: DTWO10)**

**Description**
This unit of work challenges the students’ design and woodworking skills, as well as introducing them to more modern production processes. Students are expected to produce a design folio which includes production planning. Students construct their design using woodworking tools, equipment and machinery. The **majority of time in this unit is spent producing the product**. Finally, students will evaluate the overall success of their product and the efficiency of their own production activities.

**Learning Activities Include**
- Designing and Folio production
- Practical Sessions
- CAD
- Product Analysis

**Additional Information**
- Students are required to supply their own safety glasses which must be worn at all times in the workshop.

**Assessment**
- Folio
- Practical Outcome
- Semester Test

**Special Information**
- Safety and correct workshop practices are to be followed throughout this unit.
Year 10 DESIGN TECHNOLOGIES: Metal

For more information about this Elective, see the Learning Area Leaders: Mr Danckert

You may be interested in this Elective if you enjoy:
Working with your hands
Problem Solving
Working with metal

Or wish to pursue these subjects in the Senior Years:
Product Design and Technology
Systems Engineering

Major Focus – Designing, Producing and Evaluating (Code:DTME10)

Description
This unit of work challenges the student’s design and metal working skills. Students are expected to produce a folio in order to help solve the design problem. Students construct the selected design using metal working tools, equipment and machinery. The majority of time in this unit is spent producing the product. Finally, students will evaluate the overall success of their product and the efficiency of their own production activities.

Learning Activities Include
• Designing and Folio production
• Practical Sessions
• CAD
• Product Analysis

Additional Information
• Students are required to supply their own safety glasses which must be worn at all times in the workshop.

Assessment
• Folio
• Practical Outcome
• Semester Test

Special Information
• Safety and correct workshop practices are to be followed throughout this unit.
Year 10 DESIGN TECHNOLOGIES: Systems Engineering - Robotics

For more information about this Elective, see the Learning Area Leader: Mr Danckert

You may be interested in this Elective if you enjoy:
Working with your hands
Problem Solving
Working with electronics

Or wish to pursue these subjects in the Senior Years:
Product Design and Technology
Systems Engineering

Major Focus – Designing, producing and evaluating (Code: DESR10)

Description
This unit of work introduces students to Robotics design and CAD/CAM, as well as introducing them to other production processes. Students are expected to produce a design folio which includes production planning. Students use their design skills, CAD/CAM and electronic equipment and components to produce a robotic system. The majority of time in this unit is spent producing the product. Finally, students will evaluate the overall success of their product and the efficiency of their own production activities.

Learning Activities Include
• Designing and Folio production
• Practical Sessions
• CAD, Laser Cutting
• Product Analysis

Additional Information
Students are required to supply their own safety glasses which must be worn at all times in the workshop.

Assessment
• Folio
• Practical Outcome
• Semester Test

Special Information
Safety and correct workshop practices are to be followed throughout this unit.
Year 10 LOTE: French

For more information about this Year Long Elective, see the Learning Area Leader: Ms Dux

You may be interested in this Elective if you enjoy:
Communicating in French and learning about the French culture

Or wish to pursue these subjects in the Senior Years:
LOTE – French

<table>
<thead>
<tr>
<th>Major Focus – French Speaking Communities</th>
<th>(Code: LOFR10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td></td>
</tr>
<tr>
<td>In this unit, students continue to develop all of the key language skills, with an emphasis of producing texts for different contexts and audiences. Learning is based around the themes of food, school in France and French speaking countries. Students further develop their cultural and language awareness throughout the unit and extend their knowledge and apprehension of French grammar.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activities Include</strong></td>
<td></td>
</tr>
<tr>
<td>• Role-play</td>
<td></td>
</tr>
<tr>
<td>• Aural Activities</td>
<td></td>
</tr>
<tr>
<td>• Creation of original texts</td>
<td></td>
</tr>
<tr>
<td>• ICT based tasks</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Information</strong></td>
<td></td>
</tr>
<tr>
<td>• Students are expected to have a keen interest in learning a language other than English and a willingness to participate in various activities and reflect on their own language development through class activities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speaking Ability</td>
<td></td>
</tr>
<tr>
<td>• Writing Ability</td>
<td></td>
</tr>
<tr>
<td>• Listening Comprehension</td>
<td></td>
</tr>
<tr>
<td>• Reading Comprehension</td>
<td></td>
</tr>
<tr>
<td>• Cultural Awareness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is a requirement that students commit themselves to complete a full year of LOTE at this level.</td>
<td></td>
</tr>
</tbody>
</table>
Year 10 LOTE: Indonesian

For more information about this Year Long Elective, see the Learning Area Leader: Ms Dux

You may be interested in this Elective if you enjoy:
Communicating in Indonesian and learning about the Indonesian culture

Or wish to pursue these subjects in the Senior Years:
LOTE – Indonesian

**Major Focus – The Individual and Indonesian Speaking Communities** (Code: LOIN10)

**Description**
In this unit, students continue to develop all of the key language skills, with an emphasis of producing texts for different contexts and audiences. Learning is based around the themes of the individual, being a guest in Indonesia, cooking and environmental conservation. Students further develop their cultural and language awareness throughout the unit.

**Learning Activities Include**
- Role-play
- Aural Activities
- Creation of original texts
- ICT based tasks

**Additional Information**
- Students are expected to have a keen interest in learning a language other than English and a willingness to participate in various activities and reflect on their own language development through class activities.

**Assessment**
- Speaking Ability
- Writing Folio
- Listening Comprehension
- Reading Comprehension
- Cultural Awareness

**Special Information**
- It is a requirement that students commit themselves to complete a full year of LOTE at this level.
Year 10 LOTE: Italian

For more information about this Year Long Elective, see the Learning Area Leader: Ms Dux

You may be interested in this Elective if you enjoy:
Communicating in Italian and learning about the Italian culture

Or wish to pursue these subjects in the Senior Years:
LOTE - Italian

Major Focus – Italian Speaking Communities and the Changing World (Code: LOIT10)

Description
In this unit, students continue to develop all of the key language skills, with an emphasis of producing texts for different contexts and audiences. Learning is based around the themes of technology, environmental issues, making holiday arrangements and school in Italy. Students further develop their cultural and language awareness throughout the unit and extend their knowledge and apprehension of Italian grammar.

Learning Activities Include
- Role-play
- Aural Activities
- Creation of original texts
- ICT based tasks

Additional Information
- Students are expected to have a keen interest in learning a language other than English and a willingness to participate in various activities and reflect on their own language development through class activities.

Assessment
- Speaking Ability
- Writing Ability
- Listening Comprehension
- Reading Comprehension
- Cultural Awareness

Special Information
- It is a requirement that students commit themselves to complete a full year of LOTE at this level.
Year 10 ART: Portraiture and Surrealism

For more information about this Elective, see the Learning Area Leader: Mr Withers

You may be interested in this Elective if you enjoy:
Drawing, painting and learning about great artists and their works

Or wish to pursue these subjects in the Senior Years:
Art, Visual Communication, Media

Major Focus – Art Skills and Knowledge of Art Movements (Code: ARTP10)

Description
You may be interested in this elective if you enjoy drawing, painting, printmaking, 3D art or wish to pursue these areas in senior years such as art, visual communication, and media. Through this unit/elective, students will develop skills in a variety of creative projects using a diverse range of media, materials and techniques. This will include drawing, painting, water colour, printmaking, 3D art/ceramics. This unit will incorporate range of visual artists from the past and present (contemporary).

Students will be encouraged to develop their own style with a focus on a variety of art movements and artists.

Learning Activities Include
• A variety of practical and theoretical activities

Year 10 VISUAL COMMUNICATION

For more information about this Elective, see the Learning Area Leader: Mr Withers

You may be interested in this Elective if you enjoy:
Communicating through visual means, drawing, computer aided design

Or wish to pursue these subjects in the Senior Years:
Art, Visual Communication and Design, Media

Major Focus – Visual Communication and Design (Code: VISD10)

Description
Welcome to a new world! A land of cool designs, hip advertising, radical and clever marketing strategies and a world where you are the creator. You will become a designer!

Learn how to communicate your ideas, your information and of course, channel your creative imagination visually. From pencils and paint, to digital scanners, and with software like Photoshop and Illustrator, Visual Communication and Design will help you expand and explore! Architecture, symbol design, instrumental drawing, freehand and electronic rendering, and learning about elements and principles of design are all part of this unit.

Learning Activities Include
• A variety of practical and theoretical activities
Year 10 BUSINESS STUDIES / ACCOUNTING: Selling & Profit

For more information about this Elective, see the Learning Area Leader: Mr McKinnon

You may be interested in this Elective if you enjoy:
Learning about small business management

Or wish to pursue these subjects in the Senior Years:
Economics, Australian and Global Politics, Business Management

Major Focus – Small Business Skills (Code: BUSS10)

Description
This unit is aimed at introducing students to the basic skills of business. This involves marketing and financial record keeping. Students look at how advertising and marketing strategies can contribute to business success. Students will also complete tasks designed to assist in their understanding of the financial position of a business.

Learning Activities Include
- Practical exercises in basic Accounting
- Role playing relating to an entrepreneur seeking finance
- Small business case studies
- Small business videos
- Creating a business plan

Year 10 BUSINESS STUDIES: Economics

For more information about this Elective, see the Learning Area Leader: Mr McKinnon

You may be interested in this Elective if you enjoy:
Learning about how the economy may affect your life

Or wish to pursue these subjects in the Senior Years:
Economics, Australian and Global Politics, Business Management

Major Focus – Money Management (Code: BUSE10)

Description
Students will study: Investing, saving, spending, borrowing, budgeting, opportunity cost, demand and supply, employment / unemployment, inflation, interest rates, exchange rates, current issues: the global consumer, the global investor, transnationals, international aid; the three tiers of government, political parties and voting.

Learning Activities Include
- The barter game
- Economics case studies
- Graphing of Economics statistics
- ASX sharemarket game
- Media analysis
- Interest rate and exchange rate tipping competition
Year 10 LEGAL STUDIES: Living with the Law

For more information about this Elective, see the Learning Area Leader: Mr McKinnon

You may be interested in this Elective if you enjoy:
Understanding about how the law affects you

Or wish to pursue these subjects in the Senior Years:
Legal Studies
Major Focus – Young People and the Law

<table>
<thead>
<tr>
<th>Description</th>
<th>Learning Activities Include</th>
</tr>
</thead>
</table>
| Students will examine issues involving young people and the law. They will examine the role of the police and their rights and responsibilities as citizens. Students will acquire an understanding of the legal system and methods of resolving disputes. An introduction to the laws which young people encounter in the workplace will be included. An optional topic on buying and driving a motor car may be introduced | • Case studies  
• Role plays  
• Media analysis |

Additional Information
• As part of this course students will visit the Magistrates Court.

Year 10 LANGUAGE WORKSHOP

For more information about this Year Long Elective, see Ms Gabron, the Beacon Coordinator

<table>
<thead>
<tr>
<th>Major Focus – Literacy</th>
<th>Entry to the Elective is via:</th>
</tr>
</thead>
</table>
| Description | Participation in Year 9 Language Workshop  
Recommendation from Year 9 teachers / co-ordinator  
Parent/Student consultation with Beacon Coordinator |
| This subject continues on from Year 9 Language Workshop. It is aimed at students who experience learning difficulties, particularly in literacy and who have been receiving assistance prior to entering Year 10. Language Workshop will assist students with learning needs who wish to optimize their opportunity for academic success. | The subject runs for the whole year. (Semester 1 & 2) |

Special Information
This unit is designed to improve and develop your literacy skills. You will read a wide variety of material such as topical newspaper articles, short stories and magazines as well as respond to a range of visual texts such as short films, video clips and DVD’s. You will complete tasks designed to focus on spelling improvement techniques, comprehension skills, reading fluency, grammar and written expression. Support with your reading and responding to your English novels through a variety of literacy activities will also be included. Group discussion forms an important part of Language Workshop and participants are expected to share opinions, as well as listen to the ideas of others. At Year 9, our themes include survival, science fiction and extreme environments. At Year 10, our literacy topics include war, conspiracy theories, cars and work. You will also be assisted with your prescribed English novels, studying for exams and completion of homework.
VCE Subjects

Year 10 – 2016

The following subjects are available for acceleration in 2016
Biology

Learning Area Leader: Mr Flattery

Career Paths / Future Directions:
Agriculture, Biology, Education, Environment Management, Food Science, Forestry, Genetic Counselling, Health Sciences, Horticulture, Natural Resource, Management, Nursing, Pharmaceutical, Science, Teaching

Unit 1 – How do living things stay alive? (Code: BIOL11)

Description
This unit examines the cell as the basic unit of all living things and investigates how cells work, how cells are structured and how they maintain a balance between their internal and external environments. It also explores the structures, systems and processes in living things that enable them to meet their requirements for life with an emphasis on practical investigations. Comparisons are made across a diverse range of living things in order to explore classification systems and the relationships between different organisms. Factors that affect the growth of a population are also studied.

Outcomes
- 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.
- 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
- Practical activities and/or data analysis
- Multimedia
- Tests and Examination

Unit 2 – Organisms and their environment (Code: BIOL22)

Description
This unit focuses on cellular reproduction and the transmission of biological information from generation to generation. Students explore the mechanisms of asexual and sexual reproductive strategies and use chromosome theory to explain the inheritance of characteristics, analyse patterns of inheritance and interpret pedigree charts. The relationship between genes, the environment and the regulation of genes giving rise to phenotypes is explored, as students consider the role of genetic knowledge in decision making about the inheritance of genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Outcomes
- Compare the advantages and disadvantages of sexual and asexual reproduction.
- Explain how changes within the cell cycle may impact on cellular or tissue system function
- Identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Apply an understanding of genetics to various areas.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment
- Practical activities and data analysis
- Presentations
- Tests and Examination
Business Management

Learning Area Leader: Mr McKinnon

Career Paths / Future Directions:
Banking, Business, Education, Finance, Government and Private Organisations, Management, Small Business

Unit 1 - Business Management (Code: BUSM11)

Description
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and often utilised in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Outcomes
- To explain and apply a set of generic business concepts to a range of business.
- To apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
- To discuss one or more of the day to day operations associated with an ethical and socially responsible small business and apply the operations to a business situation.

Assessment
A range of tasks from the following:
- Case study analysis
- Business research (print and online)
- Development of a business plan
- Interview and report of contact with business
- Business simulation
- School-based short-term business activity
- Computer modelling
- Business survey and analysis
- Analytical exercises
- Test
- Media analysis
- Report (written, visual, oral)

Unit 2 - Business Management (Code: BUSM22)

Description
This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

Outcomes
- To explain, apply and justify a range of effective communication methods in business-related situations.
- To apply and analyse effective marketing strategies and processes.
- To apply and analyse effective public relations strategies and tactics.

Assessment
A selection from the following range of assessment tasks:
- Case study analysis
- Business research (print and online)
- Development of a marketing plan
- Interview and report of a contact with business
- Business simulation exercise
- Essay
- Test
- Analytical exercises
- Marketing analysis
- End of year exam on units 1 and 2
Geography

Learning Area Leader: Mr Lalor

Career Paths / Future Directions:

Unit 1 – Hazards and Disasters (Code: GEOG11)

Description
In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. The selection of hazards should allow students to use visual representations and topographical maps at various scales and undertake fieldwork.

Areas of Study:
- Characteristics of Hazards and Disasters e.g. Volcanoes.
- Responding to Hazards and Disasters.

Outcomes
On completion of the unit students should be able to:
- Describe and explain the nature of hazards and impacts of hazard events at a range of scales.
- Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Assessment
- Fieldwork Report (Fieldwork: Camp to Phillip Island)
- Structured Questions
- Test, Exam and Data Analysis

Unit 2 – Tourism (Code: GEOG22)

Description
In this area of study students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism.

Areas of Study:
- Characteristics of tourism, where it has developed, its various forms it takes.
- How it changes countries and impacts people and environments.

Outcomes
On completion of this unit students should be able to:
- Describe and explain the nature of tourism at a range of scales.
- Analyse and explain the impacts of different types of tourism.

Assessment
- Fieldwork Report (Fieldwork Camp to Phillip Island)
- Research Report (Multimedia Presentation)
- Test, Exam and Data Analysis
Health and Human Development

Learning Area Leader: Mr Rafferty/Mrs Heatley
The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

Career Paths / Future Directions:
Community Health, Education, Food Science, Health Administration, Health Sciences, Nursing, Social Welfare

Unit 1 – Youth health and development (Code: HEHD11)

**Description**
This unit focuses on the transition from childhood to adulthood. This is a time that brings about enormous changes in physical, social, emotional and intellectual development and there is wide variation in development as a result of biological, behavioural, physical environment and social determinants. These changes and the factors that affect them will be analysed with regards to promoting optimal health and development for male and female youth as this sets the foundation for optimal health and development in adulthood. The health status of youth and a range of health issues affecting this lifespan stage are also examined with a focus on nutrition.

**Assessment**
A range of tasks taken from the following list:
- Unit tests
- Case study analysis
- Media analysis
- Minor tasks
- Research assignments

Unit 2 - Individual and Community health and development (Code: HEHD22)

**Description**
This unit explores the health and individual human development of Australia’s pregnant women and their unborn babies, children and adults, including the process of ageing. They study the period from conception to approximately twelve years, and then from eighteen until death. The factors that influence the health and human development of children and adults are explored. A range of health issues that impact on these population groups are explored and students investigate one health issue for each group.

**Assessment**
A range of tasks taken from the following list:
- Unit tests
- Case study analysis
- Media analysis
- Minor tasks
- Research assignments
History

Learning Area Leader: Ms Higham

Career Paths / Future Directions:
Communications, Education, Historian, Journalism, Law, Marketing, Multimedia, Public policy, Publishing, Research

Unit 1 - Twentieth century history 1900–1945 (Code: HIST11)

Description
The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Patterns of daily life in the twentieth century were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and the home. Traditional forms of cultural expression such as art, literature, music and dance, as well as the new mediums of film and radio, were to both reflect and explore these changes. This unit considers the way that societies responded to these changes and how they affected people’s lives.

Outcomes
Germany: From the Weimar Republic to Nazism
Melbourne: Social life in the Interwar Period [1918 – 1939]
Cultural expression

Assessment
• Analysing and evaluating a range of written and visual documents
• Evaluating film for evidence and viewpoint
• Reading a variety of texts to develop understanding of viewpoint and historiography

Unit 2 – Twentieth Century History (since 1945) (Code: HIST22)

Description
This unit provides the opportunity to investigate major themes of post-war history. The first area of study examines the development of the Cold War and the global impact of this ideological struggle. The Vietnam War is investigated as a significant Cold War event. The second area of study focuses on Social Movements, particularly in the United States and Australia in the 1950s, 60s, and 70s. The third area of study investigates the last decades of the 20th Century; the collapse of Communism, the creation of new nations and the development of a post-Cold War world. A particular analysis is made of Afghanistan and the rise of the Taliban.

Outcomes
• Analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems.
• Evaluate the impact of post-war challenges to established social and political power.
• Analyse issues faced by communities arising from political, economic and technological change.

Assessment
• Topic Tests
• Essay
• Research project
• Analytical exercises
• Examination
Legal Studies

Learning Area Leader: Mr McKinnon

Career Paths / Future Directions:
Administration, Legal Secretary, Business and Commerce, Correctional Services, Criminology, Justice system, Law, Paralegal, Public Service, Social Work, Teaching

Unit 1 – Criminal Law in Action (Code: LEGA11)

Description
This study explores the distinction between rules and laws, the Victorian court hierarchy and the process of law-making through Parliament. It focuses on the role of police in a criminal investigation and criminal trial procedures. It also examines the objectives of criminal sanctions, their effectiveness and the fairness of the criminal justice system.

Outcomes
- Explain the need for effective laws and describe the main sources and types of law in society.
- Explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society.
- Describe the process for the resolution of criminal cases and discuss the capacity of these processes to achieve justice.

Unit 2 – Issue in Civil Law (Code: LEGA22)

Description
This study focuses on the nature of civil disputes and the processes used to resolve civil disputes. Types of civil actions, defences and the procedures for the resolution of civil cases will be examined. Alternative dispute resolution methods will also be investigated and evaluated.

Outcomes
- Explain the principles of civil law, law-making by courts and elements of torts and apply these to relevant cases.
- Explain and evaluate the processes for the resolution of civil dispute.
- Explain one or more area/s of civil law and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

Units 1 & 2 Assessment
- Structured assignment
- Essay
- Visit to Law Courts
- Report (written, visual, oral or multi-media
- Examination based on units 1 and 2)
- Case study on Murder
- Folio and report
Psychology

Learning Area Leader: Mr Flattery

Career Paths / Future Directions:
Advertising, Counselling, Education, Human Resources, Marketing, Nursing, Organisational Behaviour, Psychology, Social Work, Teaching

Unit 1 – How are behaviour and mental processes shaped? (Code: PSYC11)

Description
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Outcomes
- Describe how understanding of brain structure and function has changed over time.
- Explain how different areas of the brain coordinate different functions.
- Explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person’s psychological development.
- Explain different factors that may lead to typical or atypical psychological development.
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment
- Visual presentation
- Annotated folio
- Report into a research investigation
- Topic Tests
- Examination

Unit 2 – How do external factors influence behaviour and mental processes? (Code: PSYC22)

Description
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitude, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Outcomes
- Compare sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment
- Media analysis and response
- Evaluation of research
- Report into a research investigation
- Topic tests
- Examination
PLANNER – Standard Year 10
To be completed by current Year 9 Students prior to confirming your selections online.

STUDENT NAME: ____________________________________________ HOME ROOM

→ Remember LOTE takes up TWO (2) Elective Spaces
→ Language Workshop takes up one elective space

Plan 1

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Religious Education</th>
<th>English</th>
<th>Science</th>
<th>History/Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced ☐</td>
<td>Standard ☐</td>
<td>Core ☐</td>
<td>Continue from Year 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Units</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plan 2

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Religious Education</th>
<th>English</th>
<th>Science</th>
<th>History/Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced ☐</td>
<td>Standard ☐</td>
<td>Core ☐</td>
<td>Continue from Year 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Units</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT NAME: ____________________________________________ HOME ROOM____

→ Remember LOTE takes up TWO (2) Elective Spaces
→ VCE takes up TWO (2) Elective spaces

Plan 1

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Religious Education</th>
<th>English</th>
<th>Science</th>
<th>History/Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Advanced ☐</td>
<td>Standard ☐</td>
<td>Core ☐</td>
<td>Continue from Year 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective OR VCE Units</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reserve Units</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Plan 2

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Religious Education</th>
<th>English</th>
<th>Science</th>
<th>History/Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Advanced ☐</td>
<td>Standard ☐</td>
<td>Core ☐</td>
<td>Continue from Year 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective OR VCE Units</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reserve Units</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
How to complete your subject selections online

1. Once you have decided which electives you wish to select, go to www.selectmysubjects.com.au

2. You will have received an email which contains your Student Access Code and Password

3. Using these log on and complete your subjects selections by July 30th.

4. Submit your signed receipt by July 31st.

5. If you are applying for the accelerated VCE Year 10, you will need to wait until your approval has been confirmed before you enter your subjects online.