



St Bede's College

Year 10
SUBJECT SELECTION HANDBOOK

2018

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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, Password and instructions.**
3. Using these log on and complete your subjects selections by August 11th.
4. Submit your signed receipt to your homeroom teacher by August 11th.
5. If you are applying for the accelerated VCE Year 10, you will need to submit the BLUE FORM by Wednesday August 2nd. You must wait until you receive confirmation before you enter your subjects online.

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 the Victorian Curriculum 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.

Year 9 into Year 10 Subject Selection Timeline

Monday July 24th	Year 9 Subject Selection Assembly
Wednesday July 26th	Year 9 into 10 Subject Selection Information Evening 8-8.30pm
Wednesday August 2nd	Applications for Acceleration into Units 1 & 2 due
Wednesday August 9th	Notification of acceptance for acceleration
Friday August 11th	All Subject Selection Due Receipts to be submitted to Homeroom teachers

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.

Standard Year 10	VCE Accelerated Year 10 <i>*Subject to application & approval</i>
CORE STRUCTURE	CORE STRUCTURE
<p><u>All</u> students will study</p> <ul style="list-style-type: none"> • Religious Education • English • History/Geography • Mathematics • Science 	<p><u>All</u> students will study</p> <ul style="list-style-type: none"> • Religious Education • English • History/Geography • Mathematics • Science
ELECTIVE STRUCTURE	ELECTIVE STRUCTURE
<p>Students choose four (4) electives</p> <ul style="list-style-type: none"> • LOTE counts as 2 electives (year-long) • Language Workshop Counts as one elective 	<p>Student Choose two (2) electives</p> <ul style="list-style-type: none"> • LOTE counts as 2 electives
	<p>Students choose a Unit 1 & 2 VCE sequence.</p>

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:

1.	<ul style="list-style-type: none">• 80% or above in English• 80% or above in two other core subjects• The exception to this Enrichment Mathematics where 70% is the requirement.
2.	A letter of support from a parent/guardian
3.	Completion of the appropriate application form (BLUE) (Available outside Ms. Haggett's Office), including parent/guardian letter of support.
4.	All applications due to Ms Haggett or Mr Green by 5pm, Wednesday August 2nd (<i>Should either office be unattended, there is a box outside Ms Haggett's office for collection of these forms</i>)
5.	You will be notified as to whether your acceleration application has been approved by email on August 9th . <u>You may only complete your subject selection online after you have received your acceptance email.</u>

NOTE

- Not all VCE subjects are available for acceleration.
- **Places for acceleration are limited** due to the demand for subjects.
- Applications not meeting the above criteria will not be considered, unless there are extenuating circumstances. In this case, the application will be considered 'pending' and the student will be advised during Term 4, pending availability of a place.
- Even if 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 and that they may be refused on the grounds of class size.

Elective Groups: Standard Year 10

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	
ARTP10	*CREATIVE ART
BUSE10	*BUSINESS: ECONOMICS
BUSS10	*BUSINESS: SELLING & PROFIT
DIAP10	*DIGITAL TECHNOLOGIES: ADVANCED PROGRAMMING
DTWO10	*DESIGN TECHNOLOGIES: WOOD
HISE10	*HISTORY: ELECTIVE (MODERN OZ)
LAWS10	LANGUAGE WORKSHOP
MUSI10	MUSIC: THE INDUSTRY
OUED10	*OUTDOOR RECREATION
PEGS10	*PE: GAMES SKILLS & STRATEGIES
PEFT10	*PE: FITNESS AND TRAINING
DRAM10	*THEATRE STUDIES
LOIN10	LOTE: INDONESIAN (must select LOTE in Group 3)
LOIN10	LOTE: ITALIAN (must select LOTE in Group 3)

Group 2	
BUSS10	*BUSINESS: SELLING & PROFIT
DTWO10	*DESIGN TECHNOLOGIES: METAL
DTSR10	*DESIGN TECHNOLOGIES: ROBOTICS
DTWO10	*DESIGN TECHNOLOGIES: WOOD
HISE10	*HISTORY: ELECTIVE (MODERN OZ)
LAWS10	*LANGUAGE WORKSHOP
LEGA10	*LEGAL: LIVING WITH THE LAW
MEDI10	*MEDIA: LIGHTS CAMERA ACTION
OUED10	*OUTDOOR RECREATION
PEGS10	*PE: GAMES SKILLS & STRATEGIES
PEFT10	*PE: FITNESS AND TRAINING
VISD10	*VISUAL COMMUNICATION & DESIGN

Group 3	
ARTC10	*CREATIVE ART
BUSS10	*BUSINESS: SELLING & PROFIT
DIAP10	*DIGITAL TECHNOLOGIES: ADVANCED PROGRAMMING
DIWT10	*DIGITAL TECHNOLOGIES: WEB TECHNOLOGIES
DTWO10	*DESIGN TECHNOLOGIES: WOOD
LAWS10	LANGUAGE WORKSHOP
LEGA10	*LEGAL: LIVING WITH THE LAW
ENLI10	LITERATURE
MEDI10	*MEDIA: LIGHTS CAMERA ACTION
MUSP10	MUSIC: THE PERFORMER
OUED10	*OUTDOOR RECREATION
PEFT10	*PE: FITNESS AND TRAINING
PEGS10	*PE: GAMES SKILLS & STRATEGIES
LOIN10	LOTE: INDONESIAN (must select LOTE in Group 1)
LOIT10	LOTE: ITALIAN (must select LOTE in Group 1)

Group 4	
BUSE10	*BUSINESS: ECONOMICS
DIWT10	*DESIGN TECHNOLOGIES: METAL
DTSR10	*DESIGN TECHNOLOGIES: ROBOTICS
DTWO10	*DESIGN TECHNOLOGIES: WOOD
HLTH10	HPE: HEALTH FOR LIFE
LAWS10	LANGUAGE WORKSHOP
LEGA10	*LEGAL: LIVING WITH THE LAW
MEDI10	*MEDIA: LIGHTS CAMERA ACTION
POLI10	POLITICS
PEFT10	*PE: FITNESS AND TRAINING
PEGS10	*PE: GAMES SKILLS & STRATEGIES
VISD10	*VISUAL COMMUNICATION & DESIGN

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.

Elective Groups: VCE ACCELERATED Year 10

If 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	
ARTP10	*CREATIVE ART
BUSE10	*BUSINESS: ECONOMICS
BUSS10	*BUSINESS: SELLING & PROFIT
DIAP10	*DIGITAL TECHNOLOGIES: ADVANCED PROGRAMMING
DTWO10	*DESIGN TECHNOLOGIES: WOOD
HISE10	*HISTORY: ELECTIVE (MODERN OZ)
LAWS10	LANGUAGE WORKSHOP
MUSI10	MUSIC: THE INDUSTRY
OUED10	*OUTDOOR RECREATION
PEGS10	*PE: GAMES SKILLS & STRATEGIES
PEFT10	*PE: FITNESS AND TRAINING
DRAM10	*THEATRE STUDIES
LOIN10	LOTE: INDONESIAN (must select LOTE in Group 3)
LOIT10	LOTE: ITALIAN (must select LOTE in Group 3)
BIOL11	VCE Unit 1 Biology (must choose Unit 2)
PHED11	VCE UNIT 1 Physical Education (must choose Unit 2)
PSYC11	VCE Unit 1 Psychology (must choose Unit 2)
HEAL11	VCE Unit 1 Health & Human Dev (must choose Unit 2)

Group 2	
BUSS10	*BUSINESS: SELLING & PROFIT
DTWO10	*DESIGN TECHNOLOGIES: METAL
DTSR10	*DESIGN TECHNOLOGIES: ROBOTICS
DTWO10	*DESIGN TECHNOLOGIES: WOOD
HISE10	*HISTORY: ELECTIVE (MODERN OZ)
LAWS10	*LANGUAGE WORKSHOP
LEGA10	*LEGAL: LIVING WITH THE LAW
MEDI10	*MEDIA: LIGHTS CAMERA ACTION
OUED10	*OUTDOOR RECREATION
PEGS10	*PE: GAMES SKILLS & STRATEGIES
PEFT10	*PE: FITNESS AND TRAINING
VISD10	*VISUAL COMMUNICATION & DESIGN
HIST11	VCE Unit 1 History (must choose Unit 2)
BUSM11	VCE Unit 1 Business Management (must choose Unit 2)
LEGA11	VCE Unit 1 Legal Studies (must choose Unit 2)
GEOG11	VCE Unit 1 Geography (must choose Unit 2)

Group 3	
ARTP10	*CREATIVE ART
BUSS10	*BUSINESS: SELLING & PROFIT
DIAP10	*DIGITAL TECHNOLOGIES: ADVANCED PROGRAMMING
DIWT10	*DIGITAL TECHNOLOGIES: WEB TECHNOLOGIES
DTWO10	*DESIGN TECHNOLOGIES: WOOD
LAWS10	LANGUAGE WORKSHOP
LEGA10	*LEGAL: LIVING WITH THE LAW
ENLI10	LITERATURE
MEDI10	*MEDIA: LIGHTS CAMERA ACTION
MUSP10	MUSIC: THE PERFORMER
OUED10	*OUTDOOR RECREATION
PEFT10	*PE: FITNESS AND TRAINING
PEGS10	*PE: GAMES SKILLS & STRATEGIES
LOIN10	LOTE: INDONESIAN (must select LOTE in Group 1)
LOIT10	LOTE: ITALIAN (must select LOTE in Group 1)
BIOL11	VCE Unit 2 Biology
PHED22	VCE: Physical Education
PSYC22	VCE Unit 2 Psychology
HEAL22	VCE Unit 2 Health & Human Dev

Group 4	
BUSE10	*BUSINESS: ECONOMICS
DIWT10	*DESIGN TECHNOLOGIES: METAL
DTSR10	*DESIGN TECHNOLOGIES: ROBOTICS
DTWO10	*DESIGN TECHNOLOGIES: WOOD
HLTH10	HPE: HEALTH FOR LIFE
LAWS10	LANGUAGE WORKSHOP
LEGA10	*LEGAL: LIVING WITH THE LAW
MEDI10	*MEDIA: LIGHTS CAMERA ACTION
POLI10	POLITICS
PEFT10	*PE: FITNESS AND TRAINING
PEGS10	*PE: GAMES SKILLS & STRATEGIES
VISD10	*VISUAL COMMUNICATION & DESIGN
HIST22	VCE Unit 2 History
BUSM11	VCE Unit 2 Business Management
LEGA11	VCE Unit 2 Legal Studies
GEOG11	VCE Unit 2 Geography

Who Can Help?

For information regarding subjects please see or contact:

English	.....	Ms Renouf	kr@stbedes.catholic.edu.au
Geography	.....	Ms Devling	rmd@stbedes.catholic.edu.au
History	.....	Ms Devling	rmd@stbedes.catholic.edu.au
Mathematics	.....	Mr Wilson	bw@stbedes.catholic.edu.au
RE	.....	Miss Greene	rgg@stbedes.catholic.edu.au
Science	.....	Mr Fordham	bjf@stbedes.catholic.edu.au
Accounting / Legal / Economics	.....	Ms Devling	rmd@stbedes.catholic.edu.au
Art / Visual Comm.	.....	Mr Withers	rw@stbedes.catholic.edu.au
Health	.....	Mr Rafferty	knr@stbedes.catholic.edu.au
Digital Technologies	.....	Mr Comas	mc@stbedes.catholic.edu.au
Language Workshop	.....	Mrs Gabron	sg@stbedes.catholic.edu.au
LOTE	.....	Ms Dux	axd@stbedes.catholic.edu.au
Drama/Theatre Studies	.....	Mr Parton	jp@stbedes.catholic.edu.au
Media	.....	Mr Luke Mills	ljm@stbedes.catholic.edu.au
Music	.....	Mr Hambly	nh@stbedes.catholic.edu.au
PE	.....	Mr Rafferty	knr@stbedes.catholic.edu.au
Design Technology	.....	Mr Danckert (Wood, Metal and Systems Engineering)	cd@stbedes.catholic.edu.au

Additional advice can be sought from:

Ms Haggett – Deputy Principal: Teaching and Learning

Mrs Warfe – Senior Teaching and Learning Leader

Mr Green – Deputy Principal: 7-9 Students and College Operations

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 its name sounds good.

Don't choose a subject just because someone else suggested doing it.

Core Subjects

Year 10 - 2018

Year 10 RELIGIOUS Education (Please note that Year 10 Religious Education is a VCE course of study)

For more information about this subject, see the Learning Area Leader: Miss Greene

Unit 1 The role of religion in Society (Code: REDB10, REDL10, REDM10, REDS10)

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society.

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 in tradition (Code: REDB10, REDL10, REDM10, REDS10)

In this unit students examine 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. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

The process of searching for and giving expression to the meaning of text is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how texts came about, and 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 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 subject, see the Learning Area Leader: Miss Greene

For more information about this Core Subject, see the Learning Area Leader: Ms Kensley/Ms Renouf

Major Focus – English

(Code: ENGL10)

Description

The Year 10 English course centres around three main strands of study: Language, Literature and Literacy. Students complete a variety of activities designed to increase their skills in effective communication in Standard English. Learning activities aim to engage students imaginatively and critically to expand their experiences and views of the world. Students study a range of texts: graphic novels, short stories and film. They respond to these texts in a variety of oral and written modes. Students are also given skills to read multiple texts and to write comparatively. Students experiment with a variety of creative writing pieces that are constructed for various purposes and audiences, as well as responding creatively to texts. Students also analyse arguments and examine persuasive language in media texts, as well as perform a persuasive oral speech that explores current media issues.

Learning Activities Include

- Reading and responding to texts.
- Individual wide reading
- Class discussions.
- Informative and persuasive speeches.
- Creative and persuasive writing.
- Analysis of ways language is used to persuade.

Assessment

- Writing Folios
- Text Response work including essays
- Oral Presentations
- Semester Examinations
- Creative response to text
- Comparative Essay

Special Information

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.

Year 10 MATHEMATICS

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

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

Description

The following concepts will be covered in 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
- Indices
- Trigonometry
- Simultaneous Linear Equations

Semester 2: (Further)

- Geometry
- Statistics
- Bivariate data
- Financial Mathematics

Semester 2 (Methods)

- Functions
- Quadratic Functions
- Probability
- Rates of Change

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 II (FX-CP400) Colour Graphing Calculator**.

Assessment

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

Special Information

At the Year 10 level there are three (3) courses of mathematics. They are a continuation of the same three courses from Year 9 and it is expected that students will remain at the same course level over the two years. The college will use a range of available data to confirm this choice.

Year 10 SCIENCE

For more information about this Course, see the Learning Area Leader: Mr Fordham

Major Focus – Big Theories of Science – Inheritance, Evolution, The Atom, The Big Bang, Newton’s Laws and Global Climate Change.

(Code: SCIE10)

Description

The year 10 Science course is semesterised into Science sub-topics. In one semester students will study Biology and Environmental Science, while in the alternate semester the focus will be on Physics and Chemistry.

The Physics unit focuses on motion and students gain knowledge of Newton’s Laws and how they 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 complete introductory courses in genetics and evolution through natural selection in the Biology Unit. They also will learn 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

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.

Year 10 GEOGRAPHY

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

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 Devling

Major Focus – Australian history from 1918-present, within a global context

(Code: HIST10)

Description

The year 10 Victorian 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.

Learning Activities Include

- Source analysis
- Research and inquiry
- Essay writing
- Oral presentation

Additional Information

The Canberra Study Tour (subject to interest) is an option which 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
- The Globalising World assessment
- Semester examination

Elective Offerings

Year 10 - 2018

Year 10 MEDIA: Lights, Camera, Action

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

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 Parton

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

Major Focus – Working with Scripts

(Code: DRAM10)

Description

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.

Learning Activities Include

- Theatrical Styles (Pre-modern and Modern) Research Assignment
- Script Interpretation through Acting and Direction (Script Analysis and Solo Presentation)
- Evaluation and analysis of a professional Theatrical Presentation
- Scene Study of a chosen text through Stagecraft Design and Performance – (Group Presentation)

Assessment

- Theatrical Research Assignment
- Script Analysis / Stagecraft Design and Monologue
- Presentation to an audience
- Play Review
- Script Analysis / Stagecraft Design and Group
- Presentation to an audience

Additional Information

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 & operation role.

Assessment

- Resource Journal
- Performance Tasks
- Stagecraft Tasks
- Theatrical Research Task

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 the Year 9 Music Classes- the Contemporary Musician 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.- Technical Production

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
- Instrumental and Performance technique
- 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.

Year 10 PE & HEALTH: Fitness and Training

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 Physical Education and improving your personal fitness.

Or wish to pursue these subjects in the Senior Years:

Physical Education

Major Focus – Designing Training Programs to improve Personal Fitness

(Code: PEFT10)

Description

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.

Learning Activities Include

- Practical Classes
- Fitness Testing
- Circuit classes
- Peer instruction

Additional Information

It is anticipated that two periods out of the five allocated periods each fortnight would be used to cover the theoretical component.

Assessment

- Fitness Assessment
- Topic Tests
- Devising a Training Plan
- Evaluating Training
- End of Semester Test

Special Information

- 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.

Year 10 PE & HEALTH: Games Skills and Strategies

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)

Description

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.

Learning Activities Include

- Practical Classes
- Developing 'Games Sense'
- Peer Coaching and instruction

Additional Information

It is anticipated that two periods out of the five allocated periods each fortnight would be used to cover the theoretical component.

Assessment

- Fitness Assessment
- Sports Skills
- Laboratories
- Assignment
- End of Semester Test

Special Information

- 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.

Year 10 PE & HEALTH: Health for Life

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

- 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 prepared eligible students for **Unit 3 & 4 Health and Human Development**.
- 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 Recreation

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 Environmental Education, practically based activities, adventure activities, environmental science.

Or wish to pursue these subjects in the Senior Years:

Outdoor and Environmental Studies.

Major Focus – Outdoor recreation

(Code: OUED10)

Description

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:

- The individual and his/her personal relationship with the natural environment.
- The many ways in which nature is understood and perceived.
- Outdoor pursuits and outdoor recreation in Australia
- Equipment used in outdoor recreation.
- Safety in the outdoors and on outdoor trips.
- Planning an outdoor trip
- Minimal Impact Strategies
- First Aid in the Outdoors
- Tracking, navigation and maps
- Camping, camping equipment
- Food safety and handling

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 \$200, 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 concepts involved in designing and developing computer programs. Students apply effective design tools and solution planning before developing modular programs using Visual Basic. Students focus on the control structures and internal documentation of coding. Solutions include computer animations, making simple utilities and games.

Learning Activities Include

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

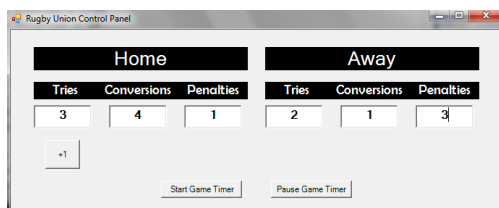
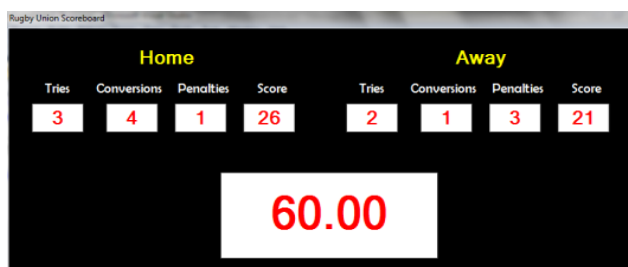
Additional Information

- Visit:
<http://web.stbedes.catholic.edu.au/Student/digitech/>
and click on “Year 10 Advanced Programming” to find out more.

Assessment

- Information Product 1a
- Information Product 1b
- Information Product 2
- End of Semester Test

Special Information



```
mControls.vb x frmControls.vb [Design] modVariables1.vb frmScoreboard.vb frmScoreboard.vb [Design]
(frmControls Events) Load
Public Class frmControls
    Inherits System.Windows.Forms.Form

    Windows Form Designer generated code

    Private Sub frmControls_Load(ByVal sender As System.Object, ByVal e As
        REM Make the scoreboard visible
        Dim myScoreboard As New frmScoreboard
        myScoreboard.Show()

        REM Set control panel position
        Me.Top = 430
        Me.Left = 210

        REM Set up timers
        tmrSendData.Enabled = True
        tmrSendData.Interval = 10
    End Sub
```

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 Computing.

Major Focus – Designing and developing web elements

(Code: DIWT10)

Description

This course introduces some of the many techniques used to design, develop and maintain web content. Students learn some of the 'tricks of the trade' as they explore HTML5, CSS and Adobe Dreamweaver. Area of Study 1 and 2 focus on the 'how and why' of web authoring. In Area of Study 3 students develop a collaborative approach to problem solving, utilising project management and online collaborative tools.

Learning Activities Include

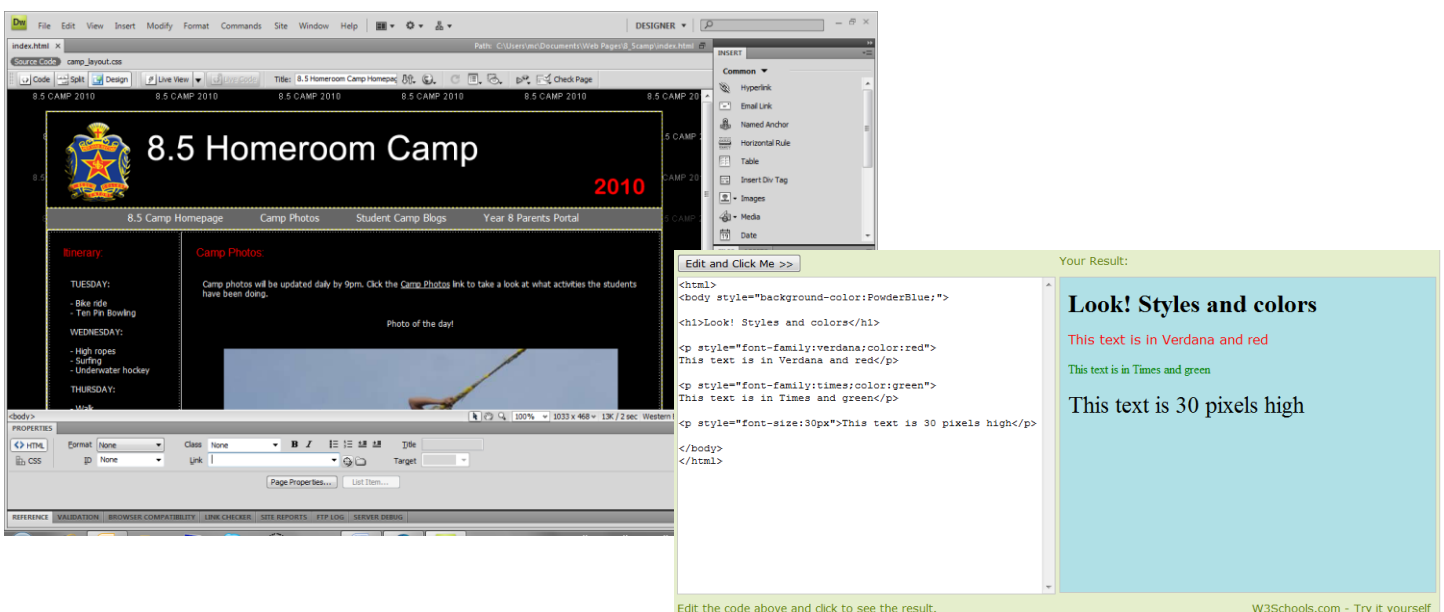
- Learning how to design, develop and maintain functional web pages/sites
- Manipulating and debugging HTML5 and CSS code
- Examining the formats and conventions in creating effective web solutions
- Applying project management and online collaborative tools to solve information problems.

Additional Information

- Visit:
<http://web.stbedes.catholic.edu.au/Student/digitech/>
and click on "Year 10 Web Technologies" to find out more.

Assessment

- HTML5 Assignment
- Adobe Dreamweaver Assignment
- Project Management Assignment
- Homework Tasks



The image shows a screenshot of Adobe Dreamweaver. The main workspace displays a web page design for '8.5 Homeroom Camp 2010'. The page features a header with the school crest and the title '8.5 Homeroom Camp 2010'. Below the header, there are navigation links for '8.5 Camp Homepage', 'Camp Photos', 'Student Camp Blogs', and 'Year 8 Parents Portal'. The main content area is divided into two columns: 'Itinerary' and 'Camp Photos'. The 'Itinerary' column lists activities for Tuesday, Wednesday, and Thursday. The 'Camp Photos' column has a placeholder for a 'Photo of the day'. The bottom of the page shows a footer with '8.5 CAMP' repeated.

Overlaid on the bottom right is a code editor window titled 'Edit and Click Me >>'. It shows the following HTML code:

```
<html>
<body style="background-color:PowderBlue;">
<h1>Look! Styles and colors</h1>
<p style="font-family:verdana;color:red">
This text is in Verdana and red</p>
<p style="font-family:times;color:green">
This text is in Times and green</p>
<p style="font-size:30px">This text is 30 pixels high</p>
</body>
</html>
```

To the right of the code editor is a preview window titled 'Your Result:'. It shows the rendered output of the code above, with the text 'Look! Styles and colors' in a large font, 'This text is in Verdana and red' in red text using a Verdana font, 'This text is in Times and green' in green text using a Times font, and 'This text is 30 pixels high' in a large font size. Below the preview, there is a link to 'W3Schools.com - Try it yourself'.

Year 10 HISTORY: Modern Oz

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

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 – Investigating the making of modern Australia

(Code: HISE10)

Description

This unit will explore in more depth the changing nature of Australian society in the 20th Century. Students will study topics not covered in the core course, which relate to Australian history in the mid to late 20th century. The approach will be through a series of inquiry questions, such as:

- *Why did Australia become involved in the Vietnam War?*
- *What was the impact of this on Australian Society?*
- *Why did it take until 1967 for our indigenous people to be counted as part of our nation?*
- *How did we get to where we are today?*

Learning Activities Include

- 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

Assessment

- Workbook and Folio
- Source analysis
- Case study
- Extended History Project

Special Information

This is for students who love history and want to examine the origins of modern Australian life. Learning activities will be based on an enquiry approach, using primary artefacts, secondary sources and local research activities.

Year 10 HUMANITIES: Politics

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

You may be interested in this Elective if you enjoy:

Debating politics, current events and issues.

Or wish to pursue these subjects in the Senior Years: Australian and Global Politics, History, Legal Studies

Major Focus – Australian Democracy and Citizenship

(Code: POLI10)

Description

What are the key ideas and characteristics that form the basis of Australian Democracy? What are the political ideologies of Australian Political Parties? What are the current political issues in Australian society? How can young Australians become involved in Australian Politics?

Students will investigate political systems, and explore the nature of citizenship, diversity and identity in contemporary society. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position, and obligations, and the role of the citizen today within an interconnected global world.

Students will develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities and how individuals and groups can influence civic life.

By investigating contemporary issues and events students learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Learning Activities Include

- Case studies
- Role plays
- Media analysis
- Oral Presentations

Additional Information

- This subject can stand alone for students to increase their understanding of democracy and citizenship or can lead to Year 11 Australian and Global Politics.

Year 10 LITERATURE: Gothic Literature

For more information about this Elective, see the Learning Area Leader: Miss Kensley or Ms Rennouf

You may be interested in this Elective if you enjoy: Reading and writing, film.

Or wish to pursue these subjects in the Senior Years: Literature, Media, English

Major Focus – Gothic Literature

(Code: ENLI10)

Description

Gothic Literature

Area of Study one - The Vampire (6 weeks)

Students will study excerpts of classic and contemporary texts, written and multimodal to explore the archetype of the vampire. Particular focus will be given to depictions based on time, place and audience and different readings of texts. Students will select two passages from two different depictions and write a comparative analysis of these texts. Students will practice their skills of reading texts and comparing them via a trip to the NGV, participating in their Reading and Comparing texts program.

Area of study two - Film Study

Possible film: Only Love Is Left Alive (6 weeks)

Students will study the language of film, character development and ideas. They will respond to the film by exploring their interpretation of the film and how the director has created meaning.

Area of Study Three - Text Study

Dr Jeckle and Mr Hyde, Robert Louis Stevenson

Students will explore the ideas and concerns in this text, particularly the idea of duality in human nature and how these ideas are represented in text through the use of key literary features. They will write a response which demonstrates an understanding of the views and values of the text.

Learning Activities Include

- Comparative Tasks
- Creative Writing

Additional Information

- This subject can stand alone for students to increase their skills in analysing literature and producing written interpretation.

Year 10 DESIGN TECHNOLOGIES: Wood

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 an 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: 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 Ability
- Listening Comprehension
- Reading Comprehension
- Cultural Awareness

Special Information

- It is expected 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 expected that students commit themselves to complete a full year of LOTE at this level.

Year 10 ART: Creative Art

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: ARTC10)

Description

In this unit students who have an interest in media, art, and visual communication are encouraged to develop further skills in a variety of creative projects that may be 2D or 3D practical pieces. Students will have the opportunity to explore a range of media, materials and techniques. This unit will also include the study of a wide range of visual artists and styles, past and present. Students will be encouraged to develop their own style through research and experimentation in their visual diary leading to several practical outcomes.

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: Ms Devling

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: Ms Devling

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: Ms Devling

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

(Code: LEGA10)

Description

Description

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

Learning Activities Include

- 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 Elective, see Ms Gabron, the Individual Differences Coordinator

Major Focus – Literacy

(Code: LWSH10)

Description

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 can be chosen for either semester, or both.

Entry to the Elective is via:

Participation in Year 9 Language Workshop
Recommendation from Year 9 teachers / co-ordinator
Parent/Student consultation with Beacon Coordinator

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 – 2018

The following subjects are available
for acceleration in 2018

Learning Area Leader: Mr Fordham

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: Ms Devling

Career Paths / Future Directions:

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

Unit 1 – Planning a business (Code: BUSM11)

Description

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Assessment

A range of tasks from the following:

- Case study analysis
- Business research (print and online)
- Interview and report of contact with business
- Business survey and analysis
- Analytical exercises
- Test
- Media analysis
- Report (written, visual, oral)

Outcomes

- To describe how and why business ideas are created and developed.
- To describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- To describe the internal environment and analyse how factors from within it may affect business planning.

Unit 2 – Establishing a Business (Code: BUSM22)

Description

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students examine the legal requirements that must be satisfied to establish a business. Effective marketing techniques are also investigated.

Assessment

A selection from the following range of assessment tasks:

- Case study analysis
- Business research (print and online)
- Development of a marketing plan
- Essay
- Test
- Analytical exercises
- Marketing analysis
- End of year exam on Units 1 and 2

Outcomes

- To explain the legal requirements and financial record keeping to establish a business and establishing effective policies and procedures.
- To explain the importance of establishing a customer base and marketing presence.
- To discuss the staffing needs of a business and evaluate the benefits and limitations of management strategies in this area.

Learning Area Leader: Ms Devling

Career Paths / Future Directions:

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

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

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 – Understanding Health and Wellbeing (Code: HEHD11)

Description

This area of study takes a broad, multidimensional approach to health and wellbeing.

Areas of Study:

- Health perspectives and Influences
- Health and Nutrition
- Youth health and wellbeing

Outcomes

- explain indicators used to measure health and analyse factors that contribute to variations in health status of youth.
- apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
- interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2 – Managing Health and Development (Code: HEHD22)

Description

Students look at changes and expectations that are part of the progression from youth to adulthood. This unit examines adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Areas of Study:

- Development from youth to adulthood
- Health Care in Australia

Outcomes

- explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood
- describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community.

History – 20th Century

Learning Area Leader: Ms Devling

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

Ideology and Conflict: Germany, From the Weimar Republic to Nazism

Social and Cultural Change: Movements in the Golden age of the Weimar period; the 1920s cultural explosion; the impact of fascism.

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 how history is written.

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 international aftermath of WW2, particular the establishment of the UN, and the Universal Declaration of Human Rights. Students also examine the developing tensions which became the Cold War and the global impact of this ideological struggle. So-called proxy conflicts, such as the Korean War, the Vietnam War (in depth) and the Cuban Missile crisis are examined as significant Cold War events. The second area of study focuses on social and cultural movements, particularly in the United States and Australia in the 1950s, 60s, and 70s. Students compare and contrast the origins and aims of movements for equality, such as the Civil Rights movement in the United states, and the Women's movement.

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: Ms Devling

Career Paths / Future Directions:

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

Unit 1 – Guilt and liability (Code: LEGA11)

Description

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Outcomes

- describe the main sources and types of law, and assess the effectiveness of laws.
- explain the purposes and key concepts of criminal law
- explain the purposes and key concepts of civil law
- apply legal reasoning

Unit 2 – Sanctions, remedies and rights (Code: LEGA22)

Description

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Outcomes

- explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
- explain and evaluate the processes for the resolution of civil dispute.
- evaluate the ways in which rights are protected in Australia,
- Report (written, visual, oral or multi-media
- Examination based on Units 1 and 2
- Case study on Murder
- Folio and report

Units 1 & 2 Assessment

- Structured assignment
- Essay
- Visit to Law Courts

Physical Education

Learning Area Leader: Mr Rafferty

Career Paths / Future Directions:

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

Unit 1 – The human body in motion (Code: PHED11) This Course is Accredited from 2017-2021

Description

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Areas of Study:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Outcomes

- Participate in a variety of practical activities to explain how the musculoskeletal system functions and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
- Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and discuss the ethical and performance implications of the use of practices and substances to enhance performance.

Assessment

A range of tasks taken from the following list:

- a written report linking key knowledge and key skills to practical activity
- Case study or Data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation or oral presentation
- a test

Unit 2 – Physical Activity, Sport and Society (Code: PHED22) This Course is Accredited from 2017-2021

Description

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

Areas of Study

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Outcomes

- Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines.
- Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment

A range of tasks taken from the following list:

- a written report linking key knowledge and key skills to practical activity
- Case study or Data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation or oral presentation
- structured questions

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, and explain how brain plasticity and brain damage can change psychological functioning

Outcomes

- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- 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

- A report of an investigation into brain function and/or development; and tasks selected from
- Test
- Research analysis
- Media response
- Practical task
- Analysis of data
- Response to structured questions

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.

Outcomes

- 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

- A report of an investigation into internal and/or external influences on behaviour; and tasks selected from
- Test
- Research analysis
- Media response
- Practical task
- Analysis of data
- Response to structured questions

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

Compulsory Units	Religious Education	English	Science	History/ Geography
Mathematics	Advanced <input type="checkbox"/>	Standard <input type="checkbox"/>	Core <input type="checkbox"/>	Continue from Year 9
Elective Units	Group 1	Group 2	Group 3	Group 4
Reserve Units				

Plan 2

Compulsory Units	Religious Education	English	Science	History/ Geography
Mathematics	Advanced <input type="checkbox"/>	Standard <input type="checkbox"/>	Core <input type="checkbox"/>	Continue from Year 9
Elective Units	Group 1	Group 2	Group 3	Group 4
Reserve Units				

PLANNER – VCE Accelerated Year 10

To be completed by current Year 9 Students prior to confirming your selections online.

Note that restrictions apply

STUDENT NAME: _____ HOME ROOM _____

→ Remember LOTE takes up TWO (2) Elective Spaces

→ VCE takes up TWO (2) Elective spaces

Plan 1

Compulsory Units	Religious Education	English	Science	History/ Geography
Mathematics	Advanced <input type="checkbox"/>	Standard <input type="checkbox"/>	Core <input type="checkbox"/>	Continue from Year 9
Elective OR VCE Units	Group 1	Group 2	Group 3	Group 4
Reserve Units				

Plan 2

Compulsory Units	Religious Education	English	Science	History/ Geography
Mathematics	Advanced <input type="checkbox"/>	Standard <input type="checkbox"/>	Core <input type="checkbox"/>	Continue from Year 9
Elective OR VCE Units	Group 1	Group 2	Group 3	Group 4
Reserve Units				