



**St Paul's**  
ANGELICAN GRAMMAR SCHOOL

# Year 10

**2024**  
Course Guide  
Traralgon



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## Welcome

Welcome to Year 10. The Year 10 Course Guide is designed to help you with your subject selections for the coming year. Year 10 marks a transition to Senior School at St Paul's, a year that will give you the chance to continue to develop sound study skills and focus on consistent application and effort as you strive to achieve the best possible results.

We encourage you and your child to read through the subject descriptions carefully and base choices on interests and future endeavours your child may have.

In Year 10 students may choose:

- to complete only Year 10 subjects

Or, if you meet the required academic prerequisites, you can:

- complete a combination of Year 10 subjects and one VCE Unit (Unit 1 and 2) OR one VETDSS study.

### Select subjects you enjoy studying

The following guide is designed as a source of subject selection information that can aid you with your choices. All students have different pathways through school and each route has its own rewards and challenges.

A successful approach to Senior School involves an understanding that the most pleasing results are achieved through hard work and effort. When you are making your subject choices, you should consider a program that is both achievable and balanced. Choose subjects or electives for which you have an aptitude and which you enjoy and you will prepare yourself well for VCE.

### Consider the prerequisites

Consolidating and mastering key skills at a Year 10 level is the best possible preparation for VCE. Starting many courses at a higher level requires a student to have prior subject knowledge often referred to as a 'prerequisite'. It is important that students are aware of the prerequisites for all Senior School courses and it is often advantageous to wait one or two years before selecting such options.

The only prerequisite studies for VCE, in Year 10, are Mathematics and Languages (French, Japanese or Distance Ed/VSL). Mathematics A provides the necessary grounding if you wish to study Mathematics Methods or Specialist Mathematics in VCE. A language must be studied in Year 10 if you are to continue with the language in VCE.

### Use the advice on offer

As part of the subject selection process a team of experienced senior school staff will be available for individual advice and counselling. The school also runs course guidance sessions that both parents/guardians and students can attend. This is an exciting time for students and we hope they enjoy the transition to Senior School.



**Mrs Leonie Clarke**  
Head of Secondary



**Mrs Sandra Timmer-Arends**  
Head of Year 9 and 10



**Ms Sarah Luck**  
Head of Careers



## Pastoral Care and Transition

At St Paul's we recognise that times of transition, like any period of change, can be challenging for both students and their families. We also recognise that a successful transition to our Warragul Campus builds resilience and confidence in our students which will certainly support them when they finish their secondary schooling and transition to work or further study.

Our program involves whole school activities including the Leaders Induction Service and Anniversary Service held at the Warragul Campus. Whilst in Warragul, we take the opportunity to partake in various information and orientation sessions to familiarise our students with the staff and grounds of the Warragul Campus.

Other programs include all St Paul's Year 10s attending a Careers Conference together at Phillip Island where students are given the opportunity to complete additional career development and further build our Year 10 community. The Conference includes a series of workshops on career resilience and personal development issues. Prior to the Conference, all students are involved in a Career Wise Testing session and then an information night is organised so students and parents can receive feedback alongside the results. Individual Careers Counselling and subject selection sessions also take place where students can discuss their potential pathways and their journey toward them.

All Year 10 students and parents are invited to attend a VCE Information Evening at the Warragul Campus in Term 3.

Other activities include a visit from the Year 12 Prefects who talk to our students about the transition from Year 10 to Year 11 and address the concerns they had when they were in Year 10. They also discuss their subject choices and pathways, as well as their plans for life beyond St Paul's.

All students have the opportunity to apply for the Year 11 leadership roles available at the Warragul Campus, including Co-curricular Captains, House Deputy Captains, SRC Captains and Peer Support Leaders. There is a formal process they go through which includes an interview. Many also look forward to the Year 11 Debutante Ball and the Head of Year 11 visits our campus to speak with our students about these opportunities and events in Term 4.

The final transition activity for the year is the Early Commencement program. After the Year 10 Farewell Dinner in November, our students spend the remaining two weeks of the year at the Warragul Campus. At this point in time, they begin their academic program and settle into their new environment.

In Year 10, it is expected that students will take even more responsibility for their own learning, striving to become that totally 'Independent Learner' they have been working towards. This means fulfilling the normal expectations of homework and organisation through self-discipline. Consolidating good time management skills and maintaining a balance between school and their other interests will hold them in good stead for the challenges ahead.

Lastly and most significantly, our Year 10 students will be our most senior leaders and represent role models for the entire campus. It is an honour to watch them flourish as they embark on these opportunities.



## Subject Selections

To successfully complete Year 10, students must satisfactorily complete the following core subjects:

- English
- Mathematics (Mainstream mathematics or Mathematics A)
- Science
- Christian Studies
- Health and Physical Education

**Please note:**

- **Students are expected to receive a B+ or better in Year 9 Mathematics to succeed in 10A Mathematics.**
- **All students must complete at least one of the Humanities electives (Commerce, Geography or History) as part of their program for one semester.**

To complete their program, Year 10 students also have a choice of four to six additional areas of study. Up to four subjects will be completed from Group A and up to two subjects will be completed from Group B, as guided below.

Some VCE units may also be studied at Year 10 level and a 1 and 2 indicate these after the subject name. Students must understand that they are VCE units and VCE standards and guidelines apply. Students must choose both Units 1 and 2 of these studies. **The application for VCE subjects will be separate from the online choices.**

| Group A  | Group B  |
|--|--|
| Commerce<br>Geography<br>History<br>Sport Science and Coaching<br>Visual Art<br>Visual Art: Visual Communication | <b>All Year</b><br>Languages: Japanese or Distance Education<br>Language (VSL)<br><b>OR</b><br><b>Electives</b> (choose two for the year)<br>Drama<br>Food Discovery<br>Music: Senior Music Skills<br>Science: Forensic Science<br>Science: Mechatronic Engineering<br>Visual Art: Digital Art |



## VCE Subjects

If a student meets strict criteria they may apply to study one VCE subject as part of their Year 10 course. This study would replace two of the elective selections detailed on the previous page. While students in past years have found this option to be beneficial, it should be emphasised that not all students are capable of coping with a VCE subject at this time. Whilst it is possible for students in Year 10 to undertake units at the 1 and 2 level, it is important to note that only units at the 3 and 4 level are considered when a score is calculated for tertiary entrance.

Accordingly, all students who select a VCE subject will be assessed as to their maturity and ability to successfully undertake that subject in Year 10. There are prerequisites set for entry into the studies offered. Where students are unable to meet these prerequisites, advice may be given to choose an alternative.

Any student wishing to be considered for a Unit 1 and 2 subject must fulfil the following criteria:

- Have achieved an 'A' average in Year 9
- Have demonstrated excellent organisational skills and ability to manage a heavy workload
- Have demonstrated excellence in their relevant learning area

VCE students usually choose from a selection of VCE/VETDSS subjects. This list varies each year depending on subject availability. **The available VCE offerings at the Traralgon Secondary School include: Biology, Business Management, Legal Studies and Health and Human Development. Each subject is outlined in this Course Guide.** Please note, the Unit 1 and 2 VCE subject/s that run in 2024 will be determined by student demand.

## Possible External VETDSS Courses

### (VETDSS – Vocational Education Training Delivered to Secondary Students)

External VETDSS courses currently available for study are listed below (they are subject to availability and course arrangements being satisfactory). These are not conducted at St Paul's and students attend TAFE one day a week. These VETDSS Courses take the place of TWO elective studies for the year. Please see Mrs Sarah Luck if you are interested in studying one of these VETDSS courses.

**\*Note:** There is an additional TAFE course cost for VETDSS courses which is separate to school fees.

VET certificates vary in the VCE unit credit allowed. Some give unit credit for Year 11 only; other certificates give credit at Year 11 and 12 (unscored). Students must check with Mrs Luck to ensure they understand the VCE credit available.

Unscored VCE option examples:

- Animal Studies – Cert II in Animal Studies ACM20117
- Automotive – Cert II in Automotive Vocational preparation AUR20716
- Beauty – Cert II in Retail Cosmetics SHB20116
- Bricklaying – Cert II in Building and Construction (Bricklaying) 22338VIC
- Carpentry – Cert II in Building and Construction (Carpentry) 22338VIC
- Civil Construction – Cert II in Civil Construction RII20715
- Hairdressing – Cert II Salon Assistant SHB20216
- Horticulture – Cert II Horticulture AHC20416
- Hospitality – Cert II in Hospitality SIT20361
- Painting & Decorating – Cert II in Building and Construction (Painting and Decorating) 22338VIC



## Year 10, 2024 Subject Selection Form

All students are required to complete their subject selections online by **3:10pm on Friday 18 August 2023**, following the instructions emailed to students. The following is a draft form. **It is to be completed and brought, along with your Career Planning Form, to subject counselling interviews on Friday 11 August.** They are then to be attached and returned with a signed online 'preferences receipt' to Student Services by **3:10pm on Friday 18 August 2023.**

Name:

Mentor Group:

- I would like to study the VCE or St Paul's VET study\*
- I have attached an application to undertake a VCE or St Paul's VET study\*
- I would like to study the **external** VETDSS course:
- VETDSS Course has been approved by Mrs Luck (VET Co-ordinator).

\*VET/VCE applications cannot be finalised until courses are approved and all requirements are fulfilled.

You should choose subjects that you enjoy and are good at. With the exception of Mathematics and Languages, there are no pre-requisite subjects for Year 11, although if applying to undertake a Year 11 subject in 2024 you must demonstrate academic maturity and the ability to cope with undertaking a VCE subject ahead of time.

Circle your Maths and Language (Japanese, VSL) choices and write down your elective subject selections in the rows below. **Language students do not need to complete the reserves box.**

|    | Unit Name   | Core or Elective |
|----|---|------------------|
| 1  | English   | Core             |
| 2  | Science   | Core             |
| 3  | Mathematics or Mathematics A <b>(please circle)</b>   | Core             |
| 4  | Christian Studies                                     | Core             |
| 5  | Health and Physical Education                         | Core             |
| 6  | History / Commerce / Geography <b>(please circle)</b> | Core Elective    |
| 7  |   | Group A Elective |
| 8  |   | Group A Elective |
| 9  |   | Group A Elective |
| 10 | Language: Japanese / VSL <b>(please circle)</b>       | Group B Elective |
| 11 | Do not complete if a Language is chosen               | Group B Elective |
| 12 | Do not complete if a Language is chosen               | Group B Elective |

In case you cannot be placed in the subjects above, please nominate 2 further subjects, in order of preference.

|   |  |                 |
|---|--|-----------------|
| 1 |  | Group A Reserve |
| 2 |  | Group B Reserve |

Student Signature:

Parent/Guardian Signature:

Subject Counsellor to Initial (15/8/23)



## Sample Subject Selection

| Unit Name |  | Core or Elective |
|-----------|--|------------------|
| 1         | English  | Core             |
| 2         | Science  | Core             |
| 3         | <b>Mathematics</b> or Mathematics A ( <b>please circle</b> )   | Core             |
| 4         | Christian Studies  | Core             |
| 5         | Health and Physical Education                                  | Core             |
| 6         | History / <b>Commerce</b> / Geography ( <b>please circle</b> ) | Core Elective    |
| 7         | <b>History</b>   | Group A Elective |
| 8         | <b>Sport Science and Coaching</b>                              | Group A Elective |
| 9         | <b>Visual Art</b>  | Group A Elective |
| 10        | Language: <b>Japanese</b> / VSL ( <b>please circle</b> )       | Group B Elective |
| 11        | <b>Do not complete</b> if a Language is chosen                 | Group B Elective |
| 12        | <b>Do not complete</b> if a Language is chosen                 | Group B Elective |

In case you cannot be placed in the subjects above, please nominate 2 further subjects, in order of preference.

|   |                                   |                 |
|---|-----------------------------------|-----------------|
| 1 | <b>Geography</b>                  | Group A Reserve |
| 2 | <b>Music: Senior Music Skills</b> | Group B Reserve |





## Curriculum Structure for Year 10

The timetable consists of 6 lessons per day in a 10-day cycle. Each lesson is 50 minutes in duration. There are 60 lessons per cycle.

There are five programs available for Year 10 Students:

|           |                          |
|-----------|--------------------------|
| Program 1 | Standard Program         |
| Program 2 | LOTE Student Program     |
| Program 3 | LOTE/VCE Student Program |
| Program 4 | VCE Student Program      |
| Program 5 | VETiS Student Program    |

The structure and subjects included in each of the five programs are described on the following pages. Program selection and availability depends on student interest, aptitude, eligibility and preferred electives.

| Program 1<br>Standard Program   |                            |                            |
|---------------------------------|----------------------------|----------------------------|
| Prescribed Studies              | Semester 1                 | Semester 2                 |
| English                         | 9 Lessons                  | 9 Lessons                  |
| Mathematics (10A or Mainstream) | 9 Lessons                  | 9 Lessons                  |
| Science                         | 8 Lessons                  | 8 Lessons                  |
| Health and Physical Education   | 4 Lessons                  | 4 Lessons                  |
| Christian Studies               | 2 Lessons                  | 2 Lessons                  |
| 2 Electives                     | Elective Unit 1: 9 Lessons | Elective Unit 2: 9 Lessons |
| 2 Electives                     | Elective Unit 1: 9 Lessons | Elective Unit 2: 9 Lessons |
| 2 Electives                     | Elective Unit 1: 9 Lessons | Elective Unit 2: 9 Lessons |
| Pastoral Care                   | 2 Lessons                  | 2 Lessons                  |
| <b>Total Lessons per cycle</b>  | <b>60 Lessons</b>          | <b>60 Lessons</b>          |



## Program 2

### LOTE Student Program

| Prescribed Studies              | Semester 1                 | Semester 2                 |
|---------------------------------|----------------------------|----------------------------|
| English                         | 9 Lessons                  | 9 Lessons                  |
| Mathematics (10A or Mainstream) | 9 Lessons                  | 9 Lessons                  |
| Science                         | 8 Lessons                  | 8 Lessons                  |
| Health and Physical Education   | 4 Lessons                  | 4 Lessons                  |
| Christian Studies               | 2 Lessons                  | 2 Lessons                  |
| LOTE - Japanese                 | 8 Lessons                  | 8 Lessons                  |
| 2 Electives                     | Elective Unit 1: 9 Lessons | Elective Unit 2: 9 Lessons |
| 2 Electives                     | Elective Unit 1: 9 Lessons | Elective Unit 2: 9 Lessons |
| Pastoral Care                   | 2 Lessons                  | 2 Lessons                  |
| <b>Total Lessons per cycle</b>  | 60 Lessons                 | 60 Lessons                 |

## Program 3

### LOTE/VCE Student Program

| Area of Study                   | Semester 1            | Semester 2            |
|---------------------------------|-----------------------|-----------------------|
| English                         | 9 Lessons             | 9 Lessons             |
| Mathematics (10A or Mainstream) | 9 Lessons             | 9 Lessons             |
| Science                         | 8 Lessons             | 8 Lessons             |
| Health and Physical Education   | 4 Lessons             | 4 Lessons             |
| Christian Studies               | 2 Lessons             | 2 Lessons             |
| LOTE - Japanese                 | 8 Lessons             | 8 Lessons             |
| VCE Unit 1 and 2                | 9 Lessons             | 9 Lessons             |
| Elective                        | VCE Unit 1: 9 Lessons | VCE Unit 2: 9 Lessons |
| Pastoral Care                   | 2 Lessons             | 2 Lessons             |
| <b>Total Lessons per cycle</b>  | 60 Lessons            | 60 Lessons            |



## Program 4

### VCE Student Program

| Prescribed Studies              | Semester 1                   | Semester 2                   |
|---------------------------------|------------------------------|------------------------------|
| English                         | 9 Lessons                    | 9 Lessons                    |
| Mathematics (10A or Mainstream) | 9 Lessons                    | 9 Lessons                    |
| Science                         | 8 Lessons                    | 8 Lessons                    |
| Health and Physical Education   | 4 Lessons                    | 4 Lessons                    |
| Christian Studies               | 2 Lessons                    | 2 Lessons                    |
| 2 Electives                     | Elective Unit 1<br>8 Lessons | Elective Unit 2<br>8 Lessons |
| 2 Electives                     | Elective Unit 1: 9 Lessons   | Elective Unit 2: 9 Lessons   |
| VCE Unit 1 and 2                | Elective Unit 1: 9 Lessons   | Elective Unit 2: 9 Lessons   |
| Pastoral Care                   | 2 Lessons                    | 2 Lessons                    |
| <b>Total Lessons per cycle</b>  | 60 Lessons                   | 60 Lessons                   |

## Program 5

### VETiS Student Program

| Prescribed Studies              | Semester 1                 | Semester 2                 |
|---------------------------------|----------------------------|----------------------------|
| English                         | 9 Lessons                  | 9 Lessons                  |
| Mathematics (10A or Mainstream) | 9 Lessons                  | 9 Lessons                  |
| Science                         | 8 Lessons                  | 8 Lessons                  |
| Health and Physical Education   | 4 Lessons                  | 4 Lessons                  |
| Christian Studies               | 2 Lessons                  | 2 Lessons                  |
| 2 Electives                     | Elective Unit 1: 9 Lessons | Elective Unit 2: 9 Lessons |
| 2 Electives                     | Elective Unit 1: 9 Lessons | Elective Unit 2: 9 Lessons |
| VETiS Unit 1 and 2              | 8 Lessons                  | 8 Lessons                  |
| Pastoral Care                   | 2 Lessons                  | 2 Lessons                  |
| <b>Total Lessons per cycle</b>  | 60 Lessons                 | 60 Lessons                 |



## Course Guidance Information

### Senior School Information Evening

The Year 10 Information Evening is on **Wednesday 9 August 2023**, and is an excellent opportunity for you to find out about subjects and options for 2024. The session will commence at **7:00pm** and staff in attendance will endeavour to answer your questions and provide you with information.

At this session, details of the program will be discussed together with an explanation of the selection process.

The process of choosing subjects is a very important one as the school bases its subject offering for the following year on the students' subject choices. Changes can be made at a later date, but there may not be a class or indeed room in a class at that point. Thus, these choices should be taken seriously and considerable investigation and thought given to them. All parents/guardians are strongly encouraged to come with their child to this evening and to take advantage of the opportunity to access information easily and rapidly to assist with these important decisions. Course Guidance

### Course Guidance

Year 9 students work on subject selection with their Mentors in Term 3. Following the Year 10 Information Night, on **Wednesday 9 August**, every student will be interviewed as to the choices they have made. This session will occur on **Friday 11 August** in the Secondary School and parents/guardians are welcome to attend if they wish to be a part of this process. Students wishing to select a VCE study will be able to do so during this Course Guidance session. VCE studies available will be given to students in the week leading up to Course Guidance day.

The students must bring their selection sheet to the interview. Choices cannot be accepted without a parent or guardian signature. It is very important that students hand in a signed form or their preferences will not be part of the first round of choices. The final deadline for submission of the subject selection form and the on-line preferences receipt is **Friday 18 August**.

During the Course Guidance Session, senior staff will check each student's subject choices. Mrs Luck, Head of Careers, will also be available to students on that day and other days by appointment.



## Vocational Education and Training Delivered to Secondary Students (VETDSS)

The following VCE/VET programs are being offered in 2023. At the end of the two-year course VET students receive a Certificate II or III and may receive credit for VCE Units 1-4.

On completion of the VCE recognised course students will receive either an ATAR contribution (10% of lowest Primary 4 subjects), or a study score if the course has a VCE examination.

VETDSS courses are generally administered by an outside Registered Training Organisation (RTO) that are independent of the school. It is important to understand the following implications when selecting a VETDSS course:

- Students can only study a VETDSS subject at Year 10 and 11. Year 12 students cannot enrol in a VET subject, however some exceptions are made for a student to complete the second year of their course.
- A fee is charged by the RTO for each student. This is an extra cost and not part of the normal school fees. Extra costs may also be incurred for equipment and materials.
- Students are absent from school for 1 day each week (Wednesday or Friday). Students must however complete all academic and extra curricular requirements missed on the day.
- All courses involve both theory and practical components and a satisfactory standard must be achieved in both areas to be competent in the VET course.
- Students may be required to attend an interview/orientation day at the RTO in November/December prior to their enrolment.

NB: When subject selections are completed, Ms Luck will meet with all students who have selected a VET course.

### The school offers VET subjects in two ways

1. Internal delivery as part of the normal timetable (These are offered at Years 10 and 11, but permission may be granted for a student to complete one in Year 12)

- Certificate III Sport and Recreation SIS30115

Details can be found in the relevant section of the Course Guide for each year level and need to be read carefully before making your choice.

2. External delivery by an RTO. These are only offered if numbers are sufficient and this decision is at the discretion of the RTO.

### VCE / VET Study Scores for ATAR Contribution

Certificate contributions towards ATAR score at VCE, providing students have completed both years of the Certificate and completed the required Units of Competency of Unit 3/4, are available. Some examples are as follows:

#### Eligible VCE VET programs with exam for a Study Score:

- Business - Certificate III in Business BSB30115
- Community Services - Certificate III in Community Services CHC32015
- Screen and Media - Certificate III in Screen and Media CUA31015
- Dance - Certificate II in Dance CUA20113
- Engineering - Certificate II in Engineering Studies 22470VIC
- Equine Studies - Certificate II in Equine Studies 22246VIC
- Furnishing - Certificate II in Furniture Making MSF20516



- Health - Certificate III in Allied Health HLT33015
- Hospitality - Certificate II in Hospitality SIT20316
- Information, Digital Media and Technology - Certificate III in Information, Digital Media and Technology ICT30118
- Integrated Technologies - Certificate II in Integrated Technologies 22289VIC
- Laboratory Skills - Certificate III in Laboratory Skills MSL30118
- Music Industry (Music Performance or Sound Design) - Certificate III in Music Industry - Sound Production CUA30915
- Sport and Recreation - Certificate III in Sport and Recreation SIS30115

All other VET courses do not have exam as part of the certificate, and count only as a block credit



## Business Management (Units 1 and 2)

### Course Description

VCE Business Management follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business.

A range of management theories are considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

### Units of Study

- Unit 1: Planning a Business
- Unit 2: Establishing a Business
- Unit 3: Managing a Business
- Unit 4: Transforming a Business.

*Please note, the accelerated VCE subjects offered to our Year 10 students are dependent on student demand*



## Unit 1: Planning a Business

### Course Description

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### Areas of Study

#### The Business Idea:

- Sources of business opportunity such as innovation and entrepreneurship
- The personal motivation behind starting a business
- The importance of goal setting in business
- The characteristics of successful business managers and business entrepreneurs.

#### The Internal Environment and Planning:

- Business resource needs and the factors affecting their choice: natural, labour and capital resources
- Business locations and the factors affecting choice of location
- Sources of finance available to establish a business and the factors affecting the choice
- Ethical and corporate social responsibilities of a business.

#### The External Environment and Planning:

- An overview of key legal and government regulations affecting businesses in the planning stage
- Societal attitudes and behaviour such as values, beliefs and trends
- Economic conditions
- Technological issues such as how the market may change in the future and developments in technology.





## Unit 2: Establishing a Business

### Course Description

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

### Areas of Study

#### Legal Requirements and Financial Considerations

- An overview of legal requirements for establishing a business
- The importance of establishing bank accounts, financial control systems and record-keeping strategies
- The importance of choosing appropriate suppliers
- The need for policies and procedures to achieve compliance with legal requirements and establish business routines.

#### Marketing a Business

- The relationship between marketing, establishing a customer base and business objectives
- External (macro and operating) and internal environment factors affecting the establishment of a customer base and brand identity
- Market research practices such as data collection techniques, analysis and interpretation
- Target market attributes such as market dimensions, segments, consumer trends and behaviour.

#### Staffing a Business

- The relationship between the performance of staff and achieving business objectives
- Identification of the staffing needs of the business such as the knowledge, skills and ideas staff can contribute to the business
- The effects that developments in technology may have on staffing needs
- Job analysis and its relationship to job design and related documentation, job descriptions and job specifications.



## Christian Studies

### Course Description

This unit forms the compulsory Christian Studies component of the Year 10 curriculum, whilst offering students an opportunity to consider the spiritual dimension of life within their academic program. While exploring issues connected with the justice and mercy of God, the course also builds the skill of understanding the social, historical context of sacred texts as well as written, oral and multimedia presentations.

### Areas of Study

#### Purpose and Meaning of Life

Students explore the life of the Apostle Paul in their study of the Book of Acts. This leads to an exploration of the impact that a significant encounter can have on a person and how that enables us to find meaning and purpose. They identify the characteristics of people with purpose and extend their understanding through research into a Biblical character and how faith in God shaped their life.

#### The Chosen

In this unit we will use the Historical Drama series 'The Chosen' to explore the life of Jesus through the eyes of his followers. Over the course of the series we will reflect on how Jesus and his first followers wrestled with life's challenges. A charismatic fisherman drowning in debt; a troubled woman wrestling with real demons; a gifted publican ostracized by his family and his people; a religious leader struggling with his beliefs. Reflecting on these characters will also allow students to consider the response of Jesus and how we might wrestle with similar issues in a contemporary context.

#### Justice

In this unit, we explore the topic of justice through the lens of the an Old Testament prophet. Amos lived at a time when Israel was experiencing great prosperity. Outwardly, the Israelites were religious, but this prosperity came about through corruption and oppression of the poor, and their religious observance to God was insincere. We examine God's response to the social injustices experienced by the poor in the Book of Amos. Using the teaching of Amos as a template in understanding injustice, students explore and communicate their understanding of a range of themes associated with injustice in the Book of Amos. In addition to this, students investigate and report on relevant social justice issues that are prevalent in the world today.

#### Where is God when we suffer?

In this unit students will have an opportunity to explore the problem of suffering in the world. Students will look at how suffering is understood from a Biblical perspective and from alternative points of view. Students will be asked to consider these views and their usefulness in helping them to also develop their ideas of why there is suffering in the world.



## Commerce

### Course Description

This area of commerce is an integral part of our society and human activity, requiring unique skills and understandings. The aim of this study is to provide students with specific skills and knowledge to allow them to succeed in the world of commerce. The study of commerce reflects the needs and requirements to make effective decision making in Australia's society, by Government, industries, businesses and individuals. Students undertaking this study will be better informed about Australia's economy and legal system and will gain financial literacy.

Year 10 Commerce provides students with an introduction to the areas of: Legal Studies, Economics, Business Studies and Accounting. Business Management is also offered as a separate unit at Year 10. Students undertaking this study of Commerce will be well placed to study the following VCE studies: Business Management, Accounting and Legal Studies.

### Areas of Study

#### Introduction to Accounting

- The purpose of accounting
- Maintaining accounting records
- Accounting reports
- Taxation
- Investment.

#### Introduction to Economics

- Micro and macro economics
- The market system
- Government activity
- Factors of production and output
- Current economic issues.

#### Introduction to Legal Studies

- The need for law
- Sources of law
- Obeying the law
- The court hierarchy
- Changing the law
- The Australian Constitution.

#### Introduction to Business Studies

- Types of business
- Setting up a business
- Analysis of business operation.



## Drama

### Course Description

This course aims to build on the skills and knowledge in Drama gained in previous years and to prepare students for VCE Drama and/or Theatre Studies. Students will be responsible for researching and developing their own also performance presentation and involvement in an ensemble group performance. Students will participate in a range of practical activities that include mime, movement, transformation of objects and characters, music, poetry, pictures and their own imagination.

### Areas of Study

#### Practical Activities

- Development of dramatic skills through a range of stimuli
- Individual and group participation
- Understanding and appreciation of audience.

#### Dramatic History

- Investigation of non-naturalistic drama and associated principles.

#### Solo Performance

- Creating and devising characters
- Dramatic and stagecraft elements
- Commitment to role
- Actor/audience relationship.

#### Ensemble Performance

- Creating and devising characters
- Dramatic and stagecraft elements
- Commitment to role
- Actor/audience relationship.

#### Analysing Dramatic Performance

- Evaluation of individual, group and professional performance
- Written and verbal techniques to be developed and fostered.



## English

### Course Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The texts encountered in Year 10 English explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and offer a variety of perspectives. Students also develop a critical understanding of the contemporary media, and the differences between media texts. They create a range of imaginative, analytical and persuasive types of texts including narratives, literary analyses, opinion pieces and multimodal texts.

### Areas of Study

#### Respective modes (listening, reading and viewing)

- Students evaluate how text structures can be used in innovative ways by different authors
- They explain how the choice of language features, images and vocabulary contributes to the development of individual style
- They develop and justify their own interpretations of text
- They evaluate other interpretations, analysing the evidence used to support them.

#### Productive modes (speaking, writing and creating)

- Students show how the selection of language features can achieve precision and stylistic effect
- They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments
- They develop their own style by experimenting with language features, stylistic devices, text structures and images.
- They create a wide range of texts to articulate complex ideas
- They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments
- They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.



## Food Discovery

### Course Description

This course at Year 10 provides students with the knowledge and skills to enable them to continue into Year 11 and 12 VCE Food Studies, or to venture into the hospitality/food service industry. Students develop skills and knowledge regarding major food production processes, product evaluation and presentation techniques.

Students will also investigate influences of culture and international cuisine on food choices, preparation techniques and food availability in Australia, along with sustainable food production issues and the design process.

### Areas of Study

#### Safety and hygiene

- Safe and hygienic use of tools and equipment during food preparation
- Effective and efficient work habits and use of resources
- Effective communication and interpersonal skills.

#### Preparation, production and presentation techniques

- Extension of technical skills developed in Years 7 and 8 Foodies and Year 9 Foodwise
- Development and demonstration of effective and efficient organisational skills
- Development and demonstration of technical competencies during food preparation using a wide range of tools and equipment
- Safe and correct preservation techniques
- Food properties (functional, sensory and physical)
- Major processes and knowledge of indicators of readiness - when making pastry, pasta, egg white foams, meringues, curds, custard and emulsions and when using yeast and gelatine
- Cultural and international influences on preparation, production and presentation techniques.

#### Food and nutrition

- Origins, nutritional properties and use of food/ingredients
- Influences, availability and use of ingredients specific to cultural and International cuisine
- Menu planning considerations and the design process
- Influences on food consumption, sustainable food production, and food preservation.



## Geography

### Course Description

Geography is a way of viewing the distribution of environments and human activity locally and internationally. Central to the study of geography is the study of people at work and in leisure and recreation in the natural environment. The Year 10 course offers students to study coastal environments and how these are formed. They will also consider the impact of humans on the natural environment and the consequent need for management of these environments.

The second unit of study examines the nature of wellbeing around the world and how it can be measured. Indicators which can be used to measure, assess and compare global wellbeing can include gross domestic product (GDP), infant mortality, daily calorie intake and literacy rates. As part of the course students will investigate programs that address issues of wellbeing.

### Areas of Study

#### Coastal Environments

- Environmental change and management
- Beach, dune and cliff environments
- Natural changes to the coastal environments
- Impact of human activities
- Sustainable coastal management.

#### Geographies of Human Wellbeing

- Exploring different concepts of human wellbeing and development
- Examining different measures of human wellbeing
- Investigating global inequalities in human wellbeing
- Comparing overall human wellbeing in developed and developing countries
- Investigating international and social development programs to improve wellbeing.



## Health and Physical Education

### Course Description

Health and Physical Education (HPE) have a unique and significant contribution to make to education. They play a very important role within St Paul's as they contribute to the total development of the individual. Learning through physical activity is a distinguishing feature in the practical component of the course. Health and Physical Education is concerned with more than sports and games. Its clear goal is to contribute to the development of a student's physical, intellectual, emotional and social maturity.

Health and Physical Education at St Paul's also aims to cultivate a healthy lifestyle for students and therefore advocates activities that are enjoyable and that also contribute to healthy living. The theoretical component of the course covers exercise prescription and human anatomy as an introduction to the VCE Physical Education course.

### Areas of Study

#### Theoretical

The course is designed to develop an awareness, knowledge and understanding of behaviours that contribute to a healthy lifestyle.

- Understand and appreciate the benefits of physical activity and a healthy lifestyle
- Gambling
- Harm minimisation
- Extreme sports
- Detailed study of body systems including skeletal, muscular, cardiovascular and respiratory system
- Activities designed to explore the effect of exercise on the body system.

#### Practical

The practical element of the HPE program encourages the development of physical, mental and social skills by introducing students to a wide range of sporting and recreational activities. Students experience a range of individual and team activities to improve their teamwork, fitness, skills and personal development. Activities are structured so that all can achieve more success and help in the development of positive self-image with a strong emphasis on participation, respectful conduct and fair play. Through such participation students are able to further appreciate the benefits of physical activity and healthy lifestyle.

Sports include:

- Volleyball
- Badminton and Table Tennis
- Golf
- Speedball
- Ultimate Frisbee
- AFL.





## Health and Human Development (Units 1 and 2)

### Course Description

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

Students will also develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

### Units of Study

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development
- Unit 3: Australia's health in a globalised world
- Unit 4: Health and human development in a global context.

*Please note, the accelerated VCE subjects offered to our Year 10 students are dependent on student demand.*



## Unit 1

### Course Description

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Areas of Study

#### Health perspectives and influences

Students will explore multiple dimensions of health and wellbeing. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

#### Health and nutrition

Students explore food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth.

#### Youth health and wellbeing

Students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. Students interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.



## Unit 2

### Course Description

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider surrounding the use of health data and access to quality health care.

### Areas of Study

#### Developmental transitions

Students will focus on developmental changes in the transition from youth to adulthood and consider the characteristics of respectful, healthy relationships. They will also analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

#### Health care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies.



## History: The Modern World and Australia

### Course Description

Year 10 students will study 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 co-operation 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.

### Areas of Study

#### World War 2

Students investigate wartime experiences through an in depth study of World War 2. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

#### Rights and Freedoms

Students investigate in depth the struggles for human rights. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

#### The Globalising World

Students investigate in depth one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular Culture or The Environment Movement or Migration Experiences.



## Languages: Japanese

### Course Description

The Year 10 Japanese course will provide students with the opportunity to use a wide variety of resources to enable them to communicate with others in Japanese.

The units of work are based on the Obento Supreme series (retained from Year 9). Education Prefect, an online digital platform, is an additional tool used to see technology improve student learning outcomes.

### Areas of Study

#### Topics

- Living in Japan
- Directions
- Family
- Career/part-time jobs
- Contemporary culture
- Sports.

#### Listening and Understanding

- Listen for and use information to complete tasks and communicate ideas.

#### Reading and Understanding

- Understand the gist and record specific details from texts such as articles, reports or narratives.

#### Writing and Self Expression

- Write about their personal world
- Use dictionaries effectively and appropriately to assist in making meaning.

#### Speaking and Oral Self Expression

- Initiate and sustain conversations to share experiences and personal opinions
- Use culturally appropriate Japanese to gain information
- Use appropriate language to ask for clarification.



## Legal Studies (Units 1 and 2)

### Course Description

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

### Units of Study

- Unit 1: Guilt and liability
- Unit 2: Sanctions, remedies and rights
- Unit 3: Rights and justice
- Unit 4: The people and the law.

*Please note, the accelerated VCE subjects offered to our Year 10 students are dependent on student demand.*



## Unit 1

### Course Description

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

### Areas of Study

#### Legal foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

#### The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study students develop an understanding of key concepts in criminal law. For each offence, students consider scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

#### Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, trespass and contracts. Scenarios apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.



## Unit 2

### Course Description

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

### Areas of Study

#### Sanctions

The criminal justice system determines the guilt or otherwise of an accused, and imposes sanctions on a guilty person. In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.

#### Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study students develop an appreciation of key concepts in resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies.

#### Rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law such as through statutes relating to racial discrimination, sex discrimination and equal opportunity. In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country.





## Mathematics Options

In choosing a Mathematics subject in Year 10, students must bear in mind which VCE Mathematics Units they may wish to study in Years 11 and 12. The decision by a student to study particular VCE Mathematics Units will of course be influenced by the student's mathematical ability, interests and post-school ambitions.

### Mathematics A

This is the extended Mathematics course outlined by ACARA, for the Australian Curriculum. It is designed for students who wish to continue to Year 11 Mathematical Methods and Year 11 Specialist Mathematics. Typically, students who have received grades above 65% in Year 9 Mathematics will be enrolled in Mathematics A.

After completing Mathematics A, subject teachers will make recommendations for which Mathematics a student should continue with in Year 11. This recommendation will be based on student performance and an ability to work at the specified level.

### Mathematics

This is the standard Mathematics course outlined by ACARA (Australian Curriculum Assessment Reporting Authority). It is designed for students who wish to continue to Year 11 Further Mathematics. It will be undertaken by students not enrolled in Year 10 Mathematics. Typically, students who have received grades of between 50 and 65% in Year 9 Mathematics will be enrolled in Year 10 Mathematics. Students who complete Year 10 Mathematics will not be permitted to attempt Year 11 or Year 12 Mathematical Methods.

### Mathematics Prerequisites

Students need to be aware of the necessity to be committed to this subject throughout their senior schooling if they intend to use it as an entry subject to further study. Students will have a mathematics subject recommended to them near the completion of each semester. This recommendation is made on the basis of what the current Mathematics teacher knows the student is capable of, in light of their observations of the student and their results\* over the semester.

\*It is possible that when a student's choice of subject does not reflect their mathematical ability they may not be placed in that subject. This will be discussed with parents/guardians first.

\*\*Once students commence their studies, they will not be able to transfer to another level of Mathematics after Early Commencement. Students must then complete Semester 1 in their enrolled class, and transfer at the end of the semester should they wish to do so. This decision is a collaborative one between student, teacher and parent.



## Year 10 Mathematics

### Course Description

The Year 10 Mathematics course is designed typically for those students who are wishing to prepare for VCE General Mathematics. Each semester provides the necessary background to enable students to deepen their understanding in several areas of mathematics. Financial Mathematics, Geometry, Measurement, Linear and non-Linear Relationships, Algebra, Statistics and Probability are the major topics covered in this course. Students will require a CASIO Class Pad CAS calculator for this course.

### Areas of Study

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability



## Year 10 Mathematics A

### Course Description

The Year 10 Mathematics A course is predominantly undertaken by those students who are wishing to study VCE Mathematical Methods and Specialist Mathematics or may require these subjects as prerequisites for university courses. Both semesters provide the background to enable students to be prepared for Methods and Specialist Mathematics. The topics covered are Numbers, Algebra, Measurement, Space, Statistics, Probability, Quadratics and Parabolas, Linear Graphing and Trigonometry. It is recommended that students need to achieve a grade of at least a 65% in Year 9 Mathematics in order to undertake this course. Students will require a CASIO Class Pad CAS calculator.

### Areas of Study

#### Number

- Real numbers

#### Algebra

- Patterns and algebra
- Linear and non-linear relationships

#### Measurement

- Using units of measure

#### Space

- Geometric reasoning
- Circle geometry

#### Statistics

- Data representation and interpretation

#### Probability

- Chance
- Factorial notation
- Calculations of probability



## Music: Senior Music Skills

### Course Description

This course is designed for students who love performing music and want to improve their performance skills. The course has a significant performance focus, mainly in a small group or ensemble context. Skills in listening, analysis and aural comprehension will also be developed. It is assumed that students undertaking this course play an instrument or sing to a reasonable level of competency.

This course is the most appropriate preparation for students wishing to undertake Units 1 and 2 Music in Year 11, although it is also suitable as a stand-alone subject for students interested in improving their musicianship skills.

### Areas of Study

#### Group Performance Techniques

- Empathetic listening
- Musical balance
- Non-verbal communication
- Planning an effective rehearsal.

#### Solo Performance Techniques

- Overcoming performance anxiety
- Stylistic performance
- Solo performance conventions
- Developing an individual interpretation.

#### Listening

- Listening for various musical styles
- Listening analytically
- Listening for particular musical elements
- Developing pitch discrimination skills
- Developing rhythmic discrimination skills
- Developing harmonic discrimination skills
- Musical analysis skills in a variety of musical styles.

#### Composition

- Small group composition project.



## Science

### Course Description

In this course, students explore systems at different scales and connect microscopic and macroscopic properties to explain the world around them. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang theory. Atomic theory is developed to understand relationships within the periodic table. An understanding that motion and forces are related is developed by applying physical laws. Relationships between aspects of the living, physical and chemical world are investigated, and this enables students to predict how changes will affect the balance within these systems.

### Areas of Study

#### Biological Sciences

- The transmission of inheritable characteristics from one generation to the next
- DNA and genes as the basic unit of inheritance
- Theory of evolution by natural selection
- Changes within populations caused by natural selection.

#### Chemical Sciences

- Atomic structure and properties of elements
- Organisation of the periodic table
- Metallic, Ionic and Covalent bonding
- Chemical reactions and their products.

#### Earth and Space Sciences

- The universe and its features, such as galaxies, stars and solar systems
- The Big Bang theory and the origin of the universe
- Exploring the causes and effects of the Greenhouse Effect, and its association with Climate Change.

#### Physical Sciences

- Investigating energy changes in interactions, such as car crashes
- Forces acting on an object
- Analysing motion of objects using the laws of physics.



## Science: Biology (Units 1 and 2)

### Course Description

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin.

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

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

As well as increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavour.

### Units of Study

- Unit 1: How do organisms regulate their functions?
- Unit 2: How does inheritance impact on diversity?
- Unit 3: How do cells maintain life?
- Unit 4: How does life change and respond to challenges?

*Please note, the accelerated VCE subjects offered to our Year 10 students are dependent on student demand.*



## Biology: Unit 1

### Course Description

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

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

### Areas of Study

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigation develop understanding of how organisms regulate their functions?

## Biology: Unit 2

### Course Description

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

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

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

### Areas of Study

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?



## Science: Forensic Science

### Course Description

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics and Entomology, as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibres, fingerprints, and document analysis. The main focus of this course will be to emphasise the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment-based situation for the better understanding of the students.

### Areas of Study

- What is forensic science?
- Types of evidence
- Finger Printing
- Hair and Fibre Analysis
- Blood evidence
- Case Study Analysis.





## Science: Introduction to Mechatronics Engineering

### Course Description

Mechatronics is the study of information technology alongside electronics. In particular it focuses on programming computers and microcontrollers to automate tasks. In this course students will first develop their computer programming skills by developing a web page and then programming graphics. Students will then develop their programming skills further by using code to program a microcontroller to receive information from sensors, process the information and send output to various devices in response.

### Areas of Study

#### Web Fundamentals

- Using HTML to create text and graphics on a web page
- Using CSS to help style a web page
- Understanding how to use colour theory to enhance the presentation of a web page
- How to create hyperlinks to parts of a web page.

#### Graphical Programming

- How to use coordinates, colours and shapes
- How to animate graphics
- Using functions to organise computer code
- How to use for loops
- Introduction to object-oriented programming
- How to test for key presses and object collisions.

#### Robotics

- Understanding what sensors are and what they do
- Writing basic programs to receive data from sensors, process the information and send output.



## Sport Science and Coaching

### Course Description

Sport Science and Coaching will allow students to develop a basic understanding of sport training techniques and recovery strategies which will be explored and implemented and aid students' own sporting performance by looking at the physiological strategies and biomechanics. Students will also have the opportunity to learn and implement coaching strategies designed for junior athletes.

This course provides students with an insight into VET Sport and Recreation and VCE Physical Education.

### Areas of Study

#### Sport Science - improving personal performance

- Physiological strategies to enhance your performance
- Biomechanics
- Technology and equipment
- Nutrition - specific to elite athletes.

#### Sport Coaching

- Planning of coaching sessions to meet the specific needs of an athlete or team
- Conduct Coaching sessions with a focus group
- Complete an online General Principles Coaching course through the AIS.

#### Recovery Strategies

- Understand appropriate warm up and cool down techniques
- Injury minimisation and rehabilitation.

#### Technique Analysis

- Demonstrate specific skill-based techniques
- Analysis of sport action and corrective feedback.



## Visual Arts

### Course Description

In Year 10 Visual Arts you will develop confidence in personal art-making and gain an understanding of the role of art in the community and other cultures. You will investigate a range of visual ideas and extend your techniques and skills in painting, drawing and sculpture. The theory component is directed at the study of artists who have defined the forms we practice and at developing analytical skills needed for students to progress successfully to studies in VCE Art.

### Areas of Study

#### Observational Drawing Folio

- Encouraging perception and manipulation of visual elements to communicate ideas - design elements and principles.

#### Painting and Drawing

- Portraiture - exploring Photorealism
- Still life - Realism to abstraction.

#### Sculpture - Sculptures in Public Places

- Design Phase - developmental workbook
- Realist and Modernist Abstraction in sculpture
- Learner Profiles - investigation / plan / design.

#### Studio Work

- Modelling skills
- Construction of sculpture.



## Visual Arts: Digital Art

### Course Description

This course has been designed to broaden students' understanding and appreciation of Photography through the development of technical and compositional skills used in image making. Students explore the practical and creative uses of photography using digital cameras and computer manipulation.

### Areas of Study

#### Photography Skills

- Students learn the basic rules of composition and explore camera controls
- Magazine Portraiture
- Students learn how to compose portrait shots and retouch them for a magazine layout.

#### Photographer Research Assignment

- Students research and analyse a photographer's style, techniques and imagery.

#### Digital Darkroom - Landscape

- Students learn the importance of composition, tone and contrast when composing and editing a landscape photograph.

#### Photojournalism

- Students learn about the ethics of documentary style images and apply them to a topic of their choice.



## Visual Arts: Visual Communication

### Course Description

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

### Areas of Study

- Technical drawing skills
- Observational drawings
- Product design and construction
- Typography
- Designer analysis and interpretation.



## Useful Links

The material in the course guide (and contained in the link below) is an extract from material produced by the Victorian Curriculum and Assessment Authority. Some sections may have been abridged and/or modified. Students should consult the Victorian Curriculum Assessment Authority homepage, and the VCE study guides for comprehensive course details. This material is copyright and cannot be reproduced in any form without the written permission of the Victorian Curriculum and Assessment Authority.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>



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