



**St Paul's**  
ANGELICAN GRAMMAR SCHOOL

# Year 10

**2024**  
Course Guide  
Warragul



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## Welcome

The Year 10 Course Guide is designed to help you and your child with their subject selections for 2023. Year 10 marks a transition to Senior School at St Paul's, a year which 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 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.



**Ms Laura Butterworth**

Head of Secondary



**Ms Stephanie Trovato**

Head of Year 10



**Mrs Age Percy**

Director of Studies



**Ms Sarah Luck**

Head of Careers



## Subject Selections

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

- English
- Mathematics
  - 10 Mathematics (for VCE Further Maths only)
  - 10A Mathematics (for VCE Maths Methods and Specialist Maths)
- Science
- Christian Studies

Please note: Students are expected to receive a B+ or better in Year 9 Mathematics to succeed in 10A Mathematics

Students must select at least one of the following (runs for one semester):

- History
- Commerce
- Bioethics, Technology and the Future

Students must select at least one of the following (runs for one semester):

- Exercise Science
- Health Promotion, Nutrition and Risk
- Sport Education – Coaching and Performance Enhancement

To complete their program, students also have a choice of two to four additional areas of study. **Students continuing the study of a Language** (French, Japanese or VSL) select two semester based electives from the following list of choices and two reserve electives. **Students not continuing the study of a Language** (French or Japanese) select four semester based electives from the following list of choices and two reserve electives.

### Language (optional)

- French or Japanese

### Semester length electives (core electives)

- Commerce/History/Bioethics, Technology and the Future
- Exercise Science/Health Promotion, Nutrition and Risk/Sport Education

### Semester length electives

- Fine Arts
- Food Discovery
- Photomedia
- Product Design and Technology: Textiles – Fashion
- Product Design and Technology: Hard Materials
- Senior Music Skills 1
- Senior Music Skills 2\*
- Theatre – From Page to Stage
- Visual Communication Design

\*Music 2, without Music 1 requires an audition in Term 3, Year 9.

NB: Some subjects will require minimum numbers to proceed and if they proceed they may be offered online. This will be determined after subject selections are completed.



## 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 list of available VCE subjects for Year 10 students will be finalised ready for Course Counselling.** VCE subject details will be available in the **VCE Course Guide** available on MyStPauls - Side Bar, 'Secondary Year Level Information' - 'Warragul or Traralgon Campus Page' or 'Year Level Pages'. There may be some limits on the places available in classes, as Year 11 students take priority for places.

Please note, if applying to study Units 1 and 2 Mathematics: General, students must choose Mathematics A in Year 10.

## 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 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

VCE/VET Scored Certificates - see page 10.



## 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 Monday 14 August.** They are then to be attached and returned with a signed online 'preferences receipt' to your Head of Year 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 (French, Japanese) 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	History / Commerce / Bioethics, Technology and the Future ( <b>please circle</b> )	Core Elective
6	Exercise Science / Health Promotion, Nutrition and Risk / Sport Education ( <b>please circle</b> )	Core Elective
7	Language - ( <b>please circle or ignore</b> ) French / Japanese	Elective
8		Elective
9		Elective
10		Elective (leave blank if chosen a Language)
11		Elective (leave blank if chosen a Language)

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

1		Elective
2		Elective

Student Signature:

Parent/Guardian Signature:

Subject Counsellor to Initial





## Sample Subject Selection

	Unit Name	Core or Elective
1	English	Core
2	Science	Core
3	Christian Studies	Core
4	<b>History/Commerce/Bioethics, Technology and the Future</b>	Core
5	Exercise Science/Health Promotion, Nutrition and Risk/ <b>Sport</b>	Core
6	Mathematics or <b>Mathematics A</b>	Core
7	Language - French or <b>Japanese</b>	Elective
8	Commerce	Elective
9	Visual Arts: Fine Art	Elective
10	Geography	Elective (Reserve 1 for Language students)
11	Visual Arts: Photomedia	Elective (Reserve 2 for Language students)

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

1	History	Elective
2	Visual Communication	Elective



## 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 VET Student Program
- Program 3 LOTE Student Program
- Program 4 LOTE/VCE Student Program
- Program 5 VCE 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.

<b>Program 1</b>		
<b>Standard Program</b>		
<b>Area of Study</b>	<b>Semester 1</b>	<b>Semester 2</b>
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/Sport Education (1 Semester)	9 Lessons	9 Lessons
Christian Studies	2 Lessons	2 Lessons
History/Commerce/Bioethics, Technology and the Future (1 Semester)	9 Lessons	9 Lessons
Elective	9 Lessons	9 Lessons
Elective	9 Lessons	9 Lessons
Assemblies/Year level programs	2 Lessons	2 Lessons
<b>Total Lessons per cycle</b>	<b>60 Lessons</b>	<b>60 Lessons</b>





<b>Program 2</b>		
<b>VET Student Program</b>		
<b>Area of Study</b>	<b>Semester 1</b>	<b>Semester 2</b>
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/ Sport Education (1 Semester)	9 Lessons	9 Lessons
Christian Studies	4 Lessons	4 Lessons
History/Commerce/Bioethics, Technology and the Future (1 Semester)	9 Lessons	9 Lessons
Elective	9 Lessons	9 Lessons
VETDSS	9 Lessons	9 Lessons
Assemblies/Year level programs	2 Lessons	2 Lessons
<b>Total Lessons per cycle</b>	<b>60 Lessons</b>	<b>60 Lessons</b>

<b>Program 3</b>		
<b>LOTE Student Program</b>		
<b>Area of Study</b>	<b>Semester 1</b>	<b>Semester 2</b>
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/ Sport Education (1 Semester)	9 Lessons	9 Lessons
Christian Studies	4 Lessons	4 Lessons
History/Commerce/Philosophy (1 Semester)	9 Lessons	9 Lessons
LOTE	9 Lessons	9 Lessons
Elective	9 Lessons	9 Lessons
Assemblies/Year level programs	2 Lessons	2 Lessons
<b>Total Lessons per cycle</b>	<b>60 Lessons</b>	<b>60 Lessons</b>



<b>Program 4</b>		
<b>LOTE/VCE Student Program</b>		
<b>Area of Study</b>	<b>Semester 1</b>	<b>Semester 2</b>
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/ Sport Education (1 Semester)	9 Lessons	9 Lessons
Christian Studies	4 Lessons	4 Lessons
History/Commerce/Bioethics, Technology and the Future (1 Semester)	9 Lessons	9 Lessons
LOTE	9 Lessons	9 Lessons
2 VCE Units	9 Lessons (Unit 1)	9 Lessons (Unit 2)
Assemblies/Year level programs	2 Lessons	2 Lessons
<b>Total Lessons per cycle</b>	<b>60 Lessons</b>	<b>60 Lessons</b>

<b>Program 5</b>		
<b>VCE Student Program</b>		
<b>Area of Study</b>	<b>Semester 1</b>	<b>Semester 2</b>
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/ Sport Education (1 Semester)	9 Lessons	
Christian Studies	4 Lessons	4 Lessons
History/Commerce/Philosophy (1 Semester)		9 Lessons
Elective	9 Lessons	9 Lessons
2 VCE Units	9 Lessons (Unit 1)	9 Lessons (Unit 2)
Assemblies/Year level programs	2 Lessons	2 Lessons
<b>Total Lessons per cycle</b>	<b>60 Lessons</b>	<b>60 Lessons</b>



## Course Guidance Information

### Senior School Information Evening

The VCE and Year 10 Information Evening is on Monday 31 July 2023 and is an excellent opportunity for you to find out about subjects and options for 2024. The School will be open from 7:00pm until 9:00pm and all faculties will have staff in attendance to answer your questions and provide you with information. Tours for students from our Traralgon Campus and new families will run from 6pm.

An information session will be held at the Warragul Campus in the Year 9 Building for the following year levels:

Year 10 (2024) 7:00pm

Year 11 (2024) 7:40pm

Year 12 (2024) 8:15pm

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

Year 9 students work on subject selection with their Mentors in Term 3. Following the VCE and Year 10 Information Night, on **Monday 31 July**, every student will be interviewed as to the choices they have made. This session will occur on **Monday 14 August** in the Library 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, Mrs 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 an exam as part of the certificate, and count only as a block credit.



## Bioethics, Technology and the Future

### Course Description

In the twenty-first century, our interactions with technology are ubiquitous, essential, and quite often compulsory. Indeed, one would be hard-pressed to find any aspect of human life – social, political, moral, psychological, or biological – that is not shaped in some way by technology. In order to become responsible citizens and moral agents in contemporary Australia, it is crucial for students to learn how to navigate their technological worlds in an informed, reflective, and critical way. In the service of this goal, this course will examine a range of questions and controversies raised by several existing and emerging technologies in the fields of biotechnology and genetics (e.g. preimplantation and prenatal genetic diagnosis and selection, genetic modification of human beings, and various human enhancement technologies); and artificial intelligence technologies.

### Areas of Study

#### Introduction to Philosophy, Argument, and Ethics

- Introduction to Critical Thinking
- Introduction to Ethics and Morality

#### Selective Reproduction

- Selective Reproduction – The History of Eugenics
- Selective Reproduction – Genetic Disease Screening
- Selective Reproduction – Genetic Enhancement

#### Human Enhancement Technologies

- Life Extension Technologies
- Athletic Enhancement Technologies
- Memory Blunting, Editing, and Erasure Technologies
- Mood Brightening Technologies

#### Artificial Intelligence Technologies

- Introduction to Artificial Intelligence Technologies
- Rene Descartes – On Thinking Machines
- Alan Turing – On Thinking Machines (The Turning Test)
- John Searle – On Thinking Machines



## 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

Commerce will provide students with a holistic understanding of how the world of commerce functions. They will study how the economy operates, including what factors influence the actions of different businesses, and what impacts the decisions made by consumers. The course also involves the study of different systems of government, particularly in democracy, and will learn this together with the study of other systems in place throughout Asia. Students will also look at Australia's legal framework, with a close examination of the role of the High Court in setting precedents and applying these to case studies.

### Areas of Study

#### Financial Management

Students will study the impact of financial decisions made by the government, businesses and individuals.

- Economic growth
- Economic performance indicators
- Living standards and government intervention
- Consumer choices and social responsibility

#### Governments

Students will look at democracy, different types of governments and their involvement in being a global citizen.

- Four key ideas of Australian democracy
- Australian parliamentary system
- Comparisons to other countries

#### Australia's Legal Framework

Students examine the Australian Constitution and the procedures of the High Court and the effect their decisions have had on the daily lives of individuals.

- Unpacking the Australian Constitution and the division of power to make laws
- Rights of Australians
- Court hierarchies (Victorian and Federal)
- The High Court of Australia





## English

### Course Description

The Year 10 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



## Exercise Science

### Course Description

Exercise Science will assist students to develop a basic understanding of the body systems which interact and work together to allow human movement. Techniques and strategies will be explored and implemented which will aid students' own physical performance, and students will have the opportunity to design and participate in a training program. Students will participate in weekly physical activity specific to and supportive of key knowledge, and gain an insight into VCE Physical Education.

### Areas of Study

#### Body Systems - understanding body systems that allow for human movement

- Skeletal and Muscular
- Cardiovascular and Respiratory
- Acute responses to exercise

#### Training Program - analysing and improving personal fitness

- Fitness components
- Training methods and principles
- Training program

#### Practical Performance

- Participation and effort
- Skill level
- Teamwork and sportsmanship
- Organisation and uniform



## Fine Art

### Course Description

Fine Art includes the study of traditional and contemporary techniques.

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

#### Drawing

- Students will develop skills in realism through the use of various media
- Students will learn and develop skills in shading to represent texture and form

#### Painting and Mixed Media

- Students will study the skills of painters who have distinct art making styles
- Students will apply the art elements and the art principles to complete a finished painting/mixed media artwork

#### Sculpture

- Students explore and manipulate a variety of three-dimensional materials
- Students develop skills and techniques and apply them to a three-dimensional work



## 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 Year 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



## Health Promotion, Nutrition and Risk

### Course Description

Health Promotion, Nutrition and Risk will allow students to develop an understanding of the broader influences which impact on personal growth and development. The unit aims to develop knowledge and skills required for students to promote positive individual and community based outcomes. Students will participate in regular activity specific to, and supportive of, key knowledge and gain an insight into VCE Health and Human Development.

### Areas of Study

#### Nutrition

- Nutritional requirements of adolescence
- Guidelines, promotion and support
- Media and other influences
- Food intelligence, including food selection models and various diets

#### Chronic/Lifestyle Disease

- Key features and factors which influence Obesity, Diabetes Mellitus
- Cancers, Mental Health, Cardiovascular Disease and Osteoporosis

#### Risk

- Adolescent risk and safety
- Road safety
- Drugs – legal and illicit substances
- Party safe
- Respectful relationships



## History: The Modern World and Australia

### Course Description

Year 10 students will study the history of the modern world from 1900 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 global development, and Australia's 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 1

Students investigate key aspects of WW1 and the Australian experience of the war, including the nature and significance of the war in the world and Australian history.

#### World War 2

Students investigate wartime experiences through the 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, with an in-depth focus on The Holocaust.

#### Rights and Freedoms

Students consider definitions for basic human rights, then look at the development of civil and human rights movements.



## Languages: French

### Course Description

The course for Year 10 French is based on the course book Tapis Volant 2. This text is carefully planned to guide students towards proficiency in the skills of listening, speaking, reading and writing, while at the same time enhancing their understanding of the francophone world and contemporary social issues. Education Prefect, the online digital platform, is an additional tool used to see technology improve student learning outcomes.

### Areas of Study

#### Skills

- Listening and understanding
- Reading and understanding
- Writing and self-expression
- Speaking and oral self-expression.

#### Topics

- Education in France: schools, subjects, rules, sport
- Relationships: at home, families, pets, friends
- Leisure Time: hobbies, entertainment, preferences, making arrangements and social life
- Work: part time jobs, work experience, future careers
- Towns and cities: directions, facilities, places to go
- Shopping: buying clothes, pocket money
- Holidays and travelling
- Food
- Environmental issues and sustainability.

### Cultural and Social Contents

- Fashion in France
- Regions in France
- French school system
- Protection of the environment
- Humanitarian organisations – Medecins Sans Frontieres.



## 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





## 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.

### Year 10 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 General 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.

### Year 10A Mathematics

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 Year 10A Mathematics.

After completing Year 10A Mathematics, 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 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.



## 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 1 and 2

### Course Description

The Senior Music Skills class explores the development of music performance skills in both solo and group contexts. Different performance approaches are analysed and explored. Students arrange selected repertoire in compiling their individual program, which is presented at a series of recital classes. Students develop aural skills and apply conventional musical theory to a wide variety of musical genres.

### 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

- What to listen for in various musical styles
- Listening analytically
- Listening for particular musical elements
- Developing pitch discrimination skills
- Developing rhythmic discrimination skills
- Developing harmonic discrimination skills

#### Analysis

- Musical analysis skills in a variety of musical styles

#### The Basics of Recording Music

- Equipment needed
- Practical recording experience using School equipment

#### Composition

- Small group arranging project



## Photomedia

### Course Description

This course extends on skills and knowledge acquired in previous years and develops critical awareness of the way narratives are constructed through both technical and compositional elements. Students will work independently and collaboratively on a range of projects to develop their understanding of the techniques and processes involved through the production stages.

This course develops foundational skills for VCE.

### Areas of Study

- Students will be able to demonstrate skills in the technical compositional skills used in image making.
- Students will be able to demonstrate skills in the process of film making and continuity.
- Students will be able to demonstrate skills in the process of animation and narrative design.
- Students will be able to demonstrate skills in the process of compiling a folio and creating finished artworks.



## Product Design and Technology: Soft Materials

### Course Description

This course engages students in a problem-solving approach to designing and making textile products. Students will employ a range of processes and production skills when designing and constructing their own products. Throughout their production students will use a range of materials, techniques with accuracy and precision. They will use a range of evaluation criteria during the production stage to assess how they are meeting the requirements of their production brief, end user or identified need. In the construction of their product, students will have considered the design features and factors of the material, cultural influences, and will consider environment issues such as sustainability.

This course develops foundational skills for VCE.

### Areas of Study

- Students will be able to write a formal design brief and generate a range of design possibilities and justify their preferred option for production
- Students will be able to carry out a range of processes accurately, consistently, safely and responsibly to produce a product using complex tools, equipment, machines and materials with precision
- Students will develop skills in critical analysis of textile product design and make appropriate suggestions for modifications and improvements to the design to benefit an end-user
- Students will be able to consider aesthetic and environmental factors that influence the design decisions during the production process

Parents of students studying this unit need to be aware that they will have to pay for the materials for their garment. Typical material costs for the garment construction have been between \$30-\$100.



## Product Design and Technology: Hard Materials

### Course Description

This course engages students in a problem-solving approach to design and construction of metal, wood and electronic products. Students will work on a range of Processes and Production skills when designing and constructing their own products. Throughout their production students will safely use a range of materials, techniques and processes with accuracy and precision. They will use a range of evaluation criteria during the production stage to assess how they are meeting the requirements of their production brief, end user or identified need. In the construction of their product, students will have considered the design features and factors of the material, cultural influences and consider the environment issues such as sustainability.

This course develops foundational skills for VCE.

### Areas of Study

- Students will be able to carry out a range of processes accurately, consistently, safely and responsibly to produce a product using complex tools, equipment, machines and materials with precision
- Students will be able to write a formal design brief and use a range of drawing techniques to generate and develop a range of design possibilities that they can select their preferred option for production, whilst justifying how their decisions address the brief
- Students will develop skills in critical analysis of product design and make appropriate suggestions for modifications and improvements to the design to benefit an end-user
- Students will be able to consider aesthetic and environmental factors that influence the design decisions during the production process

Parents of students studying this unit need to be aware that as the products are individual designs, material used can vary and may require a contribution to material costs for the individual design project. Typical material costs for this major project have been between \$50-\$150.



## 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





## Sport Education – Coaching and Performance Enhancement

### Course Description

Sport Education – coaching and performance enhancement 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. 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 & Recreation and VCE Physical Education.

### Areas of Study

#### Skill Acquisition

- Classification of skill and stages of learning
- Practice strategies and types of feedback

#### Sport Coaching

- Planning of coaching sessions to meet the specific needs of an athlete or team
- Conduct coaching sessions with a focus group

#### Recovery Strategies

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

#### Practical Performance

- Participation and effort
- Skill level
- Teamwork and sportsmanship
- Organisation and uniform



## Theatre – From Page to Stage

### Course Description

At Year 10 the focus is on mastering skills in improvisation, scriptwork, expression, stagecraft design and creating roles across a range of contexts. Students investigate various elements of dramatic form, experiment with these and analyse theatre created by others. A major aim is for students to work as part of an ensemble to plan, develop and produce a performance piece for an audience. Students regularly reflect on their work in class and the progress they are making verbally through constructive feedback to their peers, and individually through short written reflections. They also develop an appreciation of theatre as an art form, through activities designed to encourage creative expression.

This course aims to build on the skills and knowledge that both classroom Drama and co-curricular theatre students have been involved in across the school, or beyond it. Students will continue to develop an appreciation of theatre and enhance their expressive skills across a range of different activities and through both solo and ensemble work. Students will also have the opportunity to explore theatre through Production Elements/Stagecraft (the use of multimedia, costume, makeup, set, props, lighting, sound as well as acting and directing). They will develop an understanding of the social, cultural, political and historical context of various play texts and theatre through the ages. Throughout the semester students will attend theatre performances and incursions and workshops led by industry based professionals.

### Areas of Study

Students will be encouraged to develop skills in the following areas:

- Direction techniques
- Actor audience relationship
- Application of Stagecraft techniques
- Understanding and applying theatrical style
- Developing skills in using lighting and sound system
- Creating and making plays/scripts for performance
- Communication with a variety of people in different situations and settings
- Documentation of processes used in developing performance



## Visual Communication Design

### Course Description

In this subject, students develop their abilities to present Visual Communication that demonstrates the application of methods, materials, media, design elements and design principles that address the requirements of a written brief and target audience. Students use a range of manual and digital drawing methods to create Visual Communications in the specific design fields of Environmental, Industrial and Communication. In following the design brief students will research, generate, develop and refine their ideas. Creative, critical and reflective thinking supports students to progress through the design process.

This course develops foundational skills for VCE.

### Areas of Study

- The student demonstrates the development of skills in freehand and instrumental drawing - including an understanding of isometric, planometric and orthogonal drawing systems
- The student demonstrates the development of skills, techniques and processes for producing effective graphics, with the use of design elements and design principles
- The student demonstrates the ability to plan, select and present visual communications for particular occasions, taking into account factors such as purpose, audience and materials



## 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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