



St Paul's
ANGELICAN GRAMMAR SCHOOL

Year 10

2025
Course Guide
Warragul



Contents

Welcome.....	3
Subject Selections.....	4
VCE Subjects.....	5
Year 10, 2025 Subject Selection Form.....	6
Sample Subject Selection Form.....	7
Course Guidance Information.....	11
Vocational Education and Training Delivered to Secondary Students (VETDSS).....	12
English.....	14
Mathematics Options.....	15
Year 10 Mathematics.....	16
Year 10 Mathematics A.....	17
Science.....	18
Christian Studies.....	19
Commerce.....	20
Digital Technologies.....	21
Exercise Science.....	22
Fine Art.....	23
Food Discovery.....	24
Health Promotion, Nutrition and Risk.....	25
History: The Modern World and Australia.....	26
Languages: French.....	27
Languages: Japanese.....	28
Music: Senior Music Skills 1 and 2.....	29
Philosophy.....	30
Photomedia.....	31
Product Design and Technology: Resistant Materials.....	32
Product Design and Technology: Textiles.....	33
Sport Education – Coaching and Performance Enhancement.....	34
Theatre – From Page to Stage.....	35
Visual Communication Design.....	36
Useful Links.....	37



Welcome

The Year 10 Course Guide is designed to help you and your child with their subject selections for 2025. 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 subject selection counselling 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 Debbie Cameron

Head of Secondary



Mr Matthew Shearing

Head of Year 10



Mrs Age Percy

Director of Studies



Mrs 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 General 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
- Philosophy

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 or Japanese) 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/Philosophy
- Exercise Science/Health Promotion, Nutrition and Risk/Sport Education

Semester length electives

- Digital Technologies
- Fine Art
- Food Discovery
- Photomedia
- Product Design and Technology: Resistant Materials
- Product Design and Technology: Textiles
- 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.

Please note: 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 included in the ATAR ranking calculation.

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 subject selection 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, 2025 Subject Selection Form

All students are required to complete their subject selections online by **3:10pm on Friday 23 August 2024**, 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 12 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 16 August 2024.**

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 2025 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 (please circle)	Core
4	Christian Studies	Core
5	History / Commerce /Philosophy (please circle)	Core Elective
6	Exercise Science / Health Promotion, Nutrition and Risk / Sport Education (please circle)	Core Elective
7	Language - (please circle or ignore) 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	History/Commerce/Philosophy	Core
5	Exercise Science/Health Promotion, Nutrition and Risk/ Sport	Core
6	10 Mathematics or Mathematics A	Core
7	Language - French or Japanese	Elective
8	Commerce	Elective
9	Visual Arts: Fine Art	Elective
10	Philosophy	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	Exercise Science	Elective
2	Visual Communication and Design	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.

Program 1		
Standard Program		
Area of Study	Semester 1	Semester 2
English	9 Lessons	9 Lessons
Mathematics	9 Lessons	9 Lessons
Science	9 Lessons	9 Lessons
Christian Studies	4 Lessons	4 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/Sport Education (1 Semester)	9 Lessons	9 Lessons
History/Commerce/Philosophy (1 Semester)	9 Lessons	9 Lessons
Elective	9 Lessons	9 Lessons
Elective	9 Lessons	9 Lessons
Assemblies/Year level programs	2 Lessons	2 Lessons



Program 2

VET Student Program

Area of Study	Semester 1	Semester 2
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Christian Studies	4 Lessons	4 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/ Sport Education (1 Semester)	9 Lessons	9 Lessons
History/Commerce/Philosophy (1 Semester)	9 Lessons	9 Lessons
Elective	9 Lessons	9 Lessons
VETDSS	9 Lessons	9 Lessons
Assemblies/Year level programs	2 Lessons	2 Lessons

Program 3

LOTE Student Program

Area of Study	Semester 1	Semester 2
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Christian Studies	4 Lessons	4 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/ Sport Education (1 Semester)	9 Lessons	9 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



Program 4

LOTE/VCE Student Program

Area of Study	Semester 1	Semester 2
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Christian Studies	4 Lessons	4 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/ Sport Education (1 Semester)	9 Lessons	9 Lessons
History/Commerce/Philosophy (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

Program 5

VCE Student Program

Area of Study	Semester 1	Semester 2
English	9 Lessons	9 Lessons
Mathematics	10 Lessons	10 Lessons
Science	8 Lessons	8 Lessons
Christian Studies	4 Lessons	4 Lessons
Exercise Science/Health Promotion, Nutrition and Risk/ Sport Education (1 Semester)	9 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
Total Lessons per cycle	60 Lessons	60 Lessons



Course Guidance Information

VCE and Year 10 Information Evening

The VCE and Year 10 Information Evening is on Tuesday 30 July 2024 and is an excellent opportunity for you to find out about subjects and options for 2025. 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 6:00pm.

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

Year 10 (2025) 7:00pm

Year 11 (2025) 7:40pm

Year 12 (2025) 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 easily access information to assist with these important decisions.

Course Guidance

Year 9 students work on subject selection with their Mentors early in Term 3. Following the VCE and Year 10 Information Night, on **Tuesday 30 July**, every student will be interviewed as to the choices they have made. This session will occur on **Monday 12 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 apply during this Course Guidance session. VCE studies available will be given to students in the week leading up to Course Guidance day.

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 23 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/VDSS programs are being offered. At the end of the two-year course, VDSS 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 per cent average of primary four subjects), or a study score if the course has a VCE examination.

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

- Students can only study a VDSS subject at Year 10 and Year 11. Year 12 students cannot enrol in a VDSS subject, however some exceptions are made for a student to complete the second year of their course.
- An enrolment 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.** There may be limited government funding available for some courses.
- Students are absent from school for one day each week. Students must however complete all academic and co-curricular requirements missed on the day.
- Students/parents are responsible for the transport to and from the RTO venues. Venues are at TAFE Gippsland - Morwell, Yallourn and Warragul; Apprenticeship Group Australia (AGC), Warragul; Lowanna Secondary College, Moe; Community College Gippsland, Warragul Campus; Chisholm Institute and Baw Baw Skills Centre Warragul.
- All courses involve both theory and practical components and a satisfactory standard must be achieved in both areas to be competent in the VDSS course.
- Students may be required to attend an interview/orientation day at the RTO in December prior to their enrolment.

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

The school offers VDSS subjects in two ways:

1. Internal delivery as part of the normal timetable

- Certificate III in Sport, Aquatics and Recreation (Units 1 and 2) and Certificate III Sport, Aquatics and Recreation (Units 3 and 4). Offered at Years 10 and 11, but permission may be granted for students to complete in Year 12.

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.

Please note: VDSS courses are an additional cost to School fees. Costs will be confirmed once a VDSS application is received.

Contribution to ATAR/Scored VET VCE Courses

Certificate contributions towards the ATAR score at VCE, providing students have completed both years of the Certificate, completed the required Units of Competency of Units 3 and 4 and undertaken the exam are as follows:

Eligible VCE VET programs with exam for a Study Score:

- Business - Certificate III in Business BSB30120
- Community Services - Certificate III in Community Services CHC32015
- Screen and Media - Certificate III in Screen and Media CUA31020
- Dance - Certificate II in Dance CUA20120



- Engineering – Certificate II in Engineering Studies 22632VIC
- Equine Studies – Certificate II in Equine Studies 22647VIC
- Furnishing – Certificate II in Furniture Making MSF20522
- Health – Certificate III in Allied Health HLT33021
- Hospitality – Certificate II in Hospitality SIT20322
- Information and Communications Technology – Certificate III in Information Technology ICT30120
- Integrated Technologies – Certificate II in Integrated Technologies 22586VIC
- Laboratory Skills – Certificate III in Laboratory Skills MSL30122
- Music Industry – Certificate III in Music – Sound Production CUA30920
- Sport and Recreation – Certificate III in Sport, Aquatics and Recreation SIS30122

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



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.



Mathematics Options

When choosing a Mathematics subject in Year 10, students must consider 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 10A 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



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.



Christian Studies

Course Description

How well do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? Ethics is concerned with discovering the perspectives that guide practical moral judgement. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgements. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

In this unit, students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Areas of Study

Ethical Decision-making and Moral Judgement

In this area of study, students are introduced to the nature of ethical decision-making in societies where multiple worldviews coexist. Ethical decision-making involves the selection of methods that have guiding concepts, principles and theories. Students explore concepts that underpin ethical decision-making and influences on practical moral judgment.

Religion and Ethics

In this area of study, students explore religious ethical perspectives and other influences on the formation of moral judgements of at least two spiritualities, religious traditions and/or religious denominations, in societies where multiple worldviews coexist.

Ethical Issues in Society

In this area of study, students build on the knowledge explored in Areas of Study 1 and 2. Focusing on two or more ethical issues, students apply this knowledge to an examination of debates about ethical issues conducted in the public arena of societies in which multiple religious and non-religious worldviews coexist.

Some Key Skills

- Examine the aspects of religion related to ethical decision-making processes in spiritualities, religious traditions or religious denominations, other than ethics.
- Examine the debates about ethical issues in societies where multiple worldviews coexist.
- Examine the ethical perspectives and moral judgements presented in the arguments by those participating in the debates.
- Evaluate the ethical decision-making methods involved in the debate process, and their strengths and weaknesses.
- Evaluate the influence of various participants' contributions to the debates.



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 democracy, and students 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.



Digital Technologies

Course Description

Choosing to study Digital Technologies provides the opportunity to experience and explore an array of topics. These include (but are not limited to); investigating the role of hardware and software within the digital systems; analysing and managing data using various visual tools and techniques; honing and understanding problem-solving methodology as digital solutions to real-world problems are defined and developed; understanding and investigating the impact of cyber safety and the electronic footprint. This unit prepares students for the VCE Applied Computing course.

Areas of Study

Artificial Intelligence and Applications

Key topics:

- Fundamentals of AI and machine learning.
- Applications of AI in different sectors (for example, healthcare, finance and education).
- AI tools and platforms.
- Ethical considerations in AI development and deployment.

Programming and Web Development

Key topics:

- Introduction to programming languages (for example, Python, JavaScript, HTML and CSS).
- Web development frameworks and tools (for example, React, Angular and Bootstrap).
- Developing and testing web applications.
- Best practices in coding and software development.

Interactive Technologies and Security

Key topics:

- Overview of interactive technologies (for example, virtual reality, augmented reality and gaming engines).
- Security issues in interactive media (for example, data protection and user privacy).
- Development of interactive applications and games.
- Impact of interactive technologies on society and industry.

Innovative Solution Design and Development

Key topics:

- Problem-solving methodology (for example, identifying problems, brainstorming solutions, evaluating outcomes).
- Design thinking and innovation strategies.
- Prototyping and testing digital solutions.
- Project management and implementation techniques.



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 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.



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 I

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

World War II

Students investigate wartime experiences through the study of World War II. 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 Perfect, 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 Perfect, 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.



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.



Philosophy

Course Description

This course provides a broad introduction to Western philosophy and its methods of inquiry, with a particular focus on three key philosophical controversies. First, students consider the emergence of selective reproduction technologies, such as the genetic disease screening and genetic enhancement of embryos and develop and defend their own perspective on whether parents should ultimately make use of these technologies. Second, students explore the longstanding free will/determinism debate and, through a film study, consider the implications of this debate for moral responsibility and punishment. Finally, students grapple with the advent of artificial intelligence technologies and, through engaging with a range of philosophical viewpoints and arguments, seek to answer two fundamental questions; could machines ever think or have a conscious mind like human beings do, and how would we know?

Philosophy is a deeply engaging subject that nurtures curiosity, problem-solving skills and open-mindedness. Philosophy also develops a range of crucial critical thinking skills that provide excellent preparation for future careers, whether in law, economics, business, medicine, science and biotechnology, psychology, computer science, education, or the humanities.

Areas of Study

Introduction to Philosophy, Argument, and Ethics

- Introduction to philosophy and critical thinking.
- Introduction to ethics and morality.

Selective Reproduction

- The history of eugenics.
- Genetic disease screening technologies.
- Genetic enhancement technologies.

Free Will, Determinism and Moral Responsibility

- Introduction to the free will/determinism debate.
- Implications of the debate for moral responsibility.

Artificial Intelligence Technologies

- Introduction to artificial intelligence technologies.
- Rene Descartes – Two Tests for Thinking.
- Alan Turing – The Turing Test.
- John Searle – The Chinese Room Thought Experiment.



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.

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 filmmaking and continuity.
- Students will be able to demonstrate skills in the process of compiling a folio and creating finished artworks.



Product Design and Technology: Resistant Materials

Course Description

This course engages students in a problem-solving approach to design using the Double Design Process. Students manufacture a product that may be made from or a combination of metal, timber, and electronics. 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 all stages 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 environmental 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 or 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 \$75-\$175.



Product Design and Technology: Textiles

Course Description

This course engages students in a problem-solving approach to design using the Double Design Process. 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 all stages 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 environmental 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.
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- Students will be able to consider aesthetic and environmental factors that influence the design decisions during the production process.



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.

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