<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Monday 20 July 2015</td>
<td>Attend assembly for information about accelerated VCE Unit 1 &amp; 2 studies and VET studies</td>
</tr>
<tr>
<td>From 22 July 2015</td>
<td>For students considering accelerated VCE Unit 1&amp;2 and VET studies:</td>
</tr>
<tr>
<td></td>
<td>- Download the Senior Certificates Handbook available online from the College website</td>
</tr>
<tr>
<td></td>
<td>- Read Senior Certificates Handbook carefully</td>
</tr>
<tr>
<td></td>
<td>- Discuss your plans with Parents/Guardians</td>
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<td></td>
<td>- Make a list of teachers with whom you need to discuss your subject selection plans</td>
</tr>
<tr>
<td></td>
<td>- Discuss your plans with relevant teachers</td>
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<tr>
<td>From 3 August 2015</td>
<td>Download the Year 10 Subject Selection Booklet available online from the College website</td>
</tr>
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<td></td>
<td>Read the Year 10 Subject Selection Booklet carefully</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Make a list of teachers with whom you need to discuss your subject selection plans</td>
</tr>
<tr>
<td></td>
<td>Discuss your plans with relevant teachers</td>
</tr>
<tr>
<td>Tuesday 21 July 2015</td>
<td>For students considering accelerated VCE Unit 1&amp;2 and VET studies: Attend the VCE and VCAL Information Night with your Parents/Guardians</td>
</tr>
<tr>
<td>From Wednesday 22 July 2015</td>
<td>Collect VCE and/or VET acceleration application form if you are considering accelerated Unit 1&amp;2 or VET studies</td>
</tr>
<tr>
<td>Friday 31 July 2015</td>
<td>Final date to submit application forms for accelerated Unit 1&amp;2 and VET studies</td>
</tr>
<tr>
<td>Tuesday 18 August 2015</td>
<td>Attend Year 10 Subject Selection Assembly</td>
</tr>
<tr>
<td>Tuesday 18 August 2015</td>
<td>Attend the Year 10 Subject Selection Information Evening with your Parents/Guardians</td>
</tr>
<tr>
<td>From Wednesday 19 August 2015</td>
<td>Enter your subject preferences into the online Student Options Module</td>
</tr>
<tr>
<td></td>
<td>Print a copy of your subject preferences from the online Student Options Module</td>
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<tr>
<td></td>
<td>Parents/Guardians to sign the printed copy of your subject preferences</td>
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<tr>
<td></td>
<td>Submit the signed copy of your subject preferences to the Teaching and Learning Office</td>
</tr>
<tr>
<td>From Wednesday 19 August 2015</td>
<td>Submit second round VET application</td>
</tr>
<tr>
<td>Monday 31 August 2015</td>
<td>Final date to enter your subject preferences into the online Student Options Module which closes at 11.59 pm</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Final date for parents/guardians to sign the printed copy of your subject preferences</td>
</tr>
<tr>
<td>Tuesday 1 September 2015</td>
<td>Final date to return the signed copy of your subject preferences to the Teaching and Learning Office</td>
</tr>
<tr>
<td>Tuesday 1 September 2015</td>
<td>For students considering accelerated VET studies: Final date to submit second round VET application</td>
</tr>
</tbody>
</table>
**2016 Year 10 Subject Selection Timeline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday 17 July 2015</td>
<td>Senior Certificates Handbook available online at the College website</td>
</tr>
<tr>
<td>Monday 20 July 2015</td>
<td>VCE &amp; VET Acceleration Options Assembly</td>
</tr>
<tr>
<td>Tuesday 21 July 2015</td>
<td>Year 11 2016 VCE and VCAL Information Night for parents and students</td>
</tr>
<tr>
<td></td>
<td>Learning Area Subject Presentations in Vocational Pathways</td>
</tr>
<tr>
<td>Wednesday 22 July 2015</td>
<td>VCE &amp; VET acceleration applications open for collection and submission</td>
</tr>
<tr>
<td>Friday 31 July 2015</td>
<td>Deadline for acceleration applications</td>
</tr>
<tr>
<td>Tuesday 18 August 2015</td>
<td>Year 10 Subject Selection Assembly</td>
</tr>
<tr>
<td>Tuesday 18 August 2015</td>
<td>Year 10 Subject Selection Parent Information Evening</td>
</tr>
<tr>
<td>Wednesday 19 August 2015</td>
<td>Student Options Module opens for data</td>
</tr>
<tr>
<td></td>
<td>Second round of VET Acceleration Applications Open</td>
</tr>
<tr>
<td>Wednesday 19 August to Monday 31 August 2015</td>
<td>Students enter preferences online, print-out a copy to be signed off by parents. Signed sheet returned to central collection box. Options module closes at 11.59pm on Monday 31 August.</td>
</tr>
<tr>
<td>Tuesday 1 September 2015</td>
<td>Deadline for return of signed preferences.</td>
</tr>
<tr>
<td>Tuesday 1 September 2015</td>
<td>Second round of VET Acceleration Applications Close</td>
</tr>
</tbody>
</table>
Postal Address:   P O Box 111, Kilmore Vic 3764
Telephone:    03 5782 1422
Facsimile:    03 5782 1902

Principal:    Ms Kate Fogarty  
kate.fogarty@assumption.vic.edu.au
Deputy Principal:   Mr Maurice Di Muzio  
maurice.dimuzio@assumption.vic.edu.au
Director of Staff:    Mrs Maureen Kurzman  
maureen.kurzman@assumption.vic.edu.au
Director of Teaching and Learning: Ms Tracey Kift  
tracey.kift@assumption.vic.edu.au
Curriculum Coordinator: Ms Cristina Vergara  
cristina.vergara@assumption.vic.edu.au
Pathways Coordinator: Mrs Jenny Pendlebury  
jenny.pendlebury@assumption.vic.edu.au
(Acting) VCE Coordinator: Ms Tracey Kift (Acting)  
tracey.kift@assumption.vic.edu.au
VET & SBAT Coordinator: Mrs Carol Fisher  
carol.fisher@assumption.vic.edu.au
Timetabler & VASS Coordinator: Mr Vincenzo Rovetto  
vincenzo.rovetto@assumption.vic.edu.au
Senior Transition Coordinator: Ms Ursula Linke  
ursula.linke@assumption.vic.edu.au

LEARNING AREA COORDINATORS

<table>
<thead>
<tr>
<th>Area</th>
<th>Coordinator</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Senior)</td>
<td>Mr Tristan Davis</td>
<td><a href="mailto:tristan.davis@assumption.vic.edu.au">tristan.davis@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>LOTE</td>
<td>Mrs Jane Darrou</td>
<td><a href="mailto:jane.darrou@assumption.vic.edu.au">jane.darrou@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Mathematics (Senior)</td>
<td>Ms Laila Sarraf</td>
<td><a href="mailto:laila.sarraf@assumption.vic.edu.au">laila.sarraf@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Health &amp; Physical</td>
<td>Mr Matthew Johnson</td>
<td><a href="mailto:matthew.johnson@assumption.vic.edu.au">matthew.johnson@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Education</td>
<td>Ms Anna Liggieri</td>
<td><a href="mailto:anna.liggieri@assumption.vic.edu.au">anna.liggieri@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Mr Stephen Davis</td>
<td><a href="mailto:stephen.davis@assumption.vic.edu.au">stephen.davis@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Ms Jess Wogan</td>
<td><a href="mailto:jess.wogan@assumption.vic.edu.au">jess.wogan@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Technology</td>
<td>Mr Alex Houghton</td>
<td><a href="mailto:alex.houghton@assumption.vic.edu.au">alex.houghton@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Mr Jason Gilchrist</td>
<td><a href="mailto:jason.gilchrist@assumption.vic.edu.au">jason.gilchrist@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Ms Celia Gall</td>
<td><a href="mailto:celia.gall@assumption.vic.edu.au">celia.gall@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>VCAL</td>
<td>Mrs Jenny Pendlebury</td>
<td><a href="mailto:jenny.pendlebury@assumption.vic.edu.au">jenny.pendlebury@assumption.vic.edu.au</a></td>
</tr>
</tbody>
</table>
In Year 10 you will study six units per semester, a total of 12 units across the year.

Some of these units are compulsory.

All students must **study two units (1 unit per semester) of:**

- Religious Education
- English
- Mathematics: Advanced Maths or Standard Maths or Real Life Maths

**And one unit (1 semester) of:**

- Humanities: History, Geography or Economics
- Science Foundation Level or Science
- Physical Education: PE – Fitness & Training, PE – Team Performance or Health in Australia

In addition, students choose three additional optional units, with a minimum of **one unit from either the Visual Arts, Performing Arts or Technology options.**

**The additional optional units on offer in 2016 are:**

| The Arts (Visual):            | • Art            |
|                              | • Visual Communication |
| The Arts (Performing):        | • Media          |
|                              | • Drama          |
|                              | • Music          |
|                              | • Dance          |
| The Humanities:              | • Humanities – Economics |
|                              | • Humanities – Geography |
|                              | • Humanities – History |
|                              | • Lawyers, Guns and Money |
|                              | • The Thinking Lab |
| LOTE                         | • LOTE – VET Applied Languages French 1 or Italian 1 |
|                              | • LOTE – VET Applied Languages French 2 or Italian 2 |
| Health & Physical Education: | • Saving Lives   |
| Science                      | • Agriculture & Horticultural Studies |
|                              | • Science for VCE |
| Technology                   | • Design, Creativity &Technology (food) |
|                              | • Design, Creativity &Technology (product design) |
|                              | • Design, Creativity &Technology (textiles) |
|                              | • Design, Creativity &Technology (wood) |
|                              | • Educational Software & Programming |
|                              | • ICT for Business |
| Pathways                     | • PreCAL – preparation for VCAL |

**NOTE:** Students will be allowed to do a maximum of two units from the PE learning area, unless undertaking VET Sport & Recreation.

For detailed information on VCE Acceleration Options, please refer to the Senior Subject Selection Booklet, available on SIMON, PAM and the College website.
Students who have applied to complete a VCE Unit 1 and 2 study or VET Study, if accepted, will usually complete this study in place of two of the optional units. LOTE also must be studied in both semesters and counts as two options.

Unit 1 and 2 Studies in Religious Education are an exception; these will replace the compulsory Mathematics or Religious Education units for successful applicants.

**YEAR 10 VOCATIONAL PATHWAYS CAREERS PROGRAM**

All Year 10 students participate in the fortnightly Vocational Pathways program; a two period a cycle career development program which supports and helps Year 10s explore and understand their vocational preferences and identify their pathways for further education and work.

By the end of Year 10, it is expected that students will:

- Understand that career development is a lifelong process
- Be able to identify their own strengths and interests
- Be able to identify how these strengths/interests can be used in future career planning
- Complete an OHS general test
- Put together a Personal Portfolio
- Acquire an awareness of tertiary learning environments in Victoria
- Attend the Assumption College Career Expo
- Complete an online Interest Test
- Participate in Subject Selection Mentoring for the following senior years
- Know how to prepare a resume and an application letter
- Participate in the Mock Interview Program

**ACCELERATED VCE, VET AND SBAT OPTIONS**

Year 10 students have the option to apply to include an acceleration VCE or VET Study or a School Based Apprenticeship in their program.

For information on the VCE and VET Studies available, as well as information on School Based Apprenticeships, please refer to the ACK Senior Certificates Handbook 2016.

Students should refer to the timeline on page 3 of this booklet to check opening and closing dates for applications to complete accelerated studies.
The choices you make for Year 10 are important ones. They can make your future studies easier by helping you develop key skills and knowledge in particular subject areas. However, very few options are prerequisites for further studies. This means that in most cases if you miss out on a particular Year 10 Option you are still able to take up that subject as a Year 11 student.

However, there are three Year 10 choices you make that will determine whether certain subjects are available to you in the future or not. These include:

**Mathematics**
Your mathematics choice determines which mathematics courses you can take in Year 11. You need to carefully read the advice given in this book and discuss your choice with your current Mathematics teacher.

**LOTE (VET Applied Languages: French or Italian)**
To study a language in Year 10 you must have studied that language in Year 9. You must choose to study your chosen language in Year 10 for both semesters if you wish to study that language in VCE. Studying a language in Year 12 gives students a bonus on their ATAR (Australian Tertiary Admission Rank).

**Science**
To study any VCE Science (Biology, Chemistry, Physics, Psychology) students must choose Science. Science Foundation Level (SFL) does not provide students with the necessary skills or knowledge for further science studies and therefore choosing this option will mean that they cannot undertake a VCE Science subject in year 11 (VCE Agriculture and Horticultural studies excepted.)

**Allocating Year 10 Options**
There are often limited places available in Year 10 Options. Also, some Option classes are blocked against each other. For example, Year 10 French and Year 10 Media may run at the same time – in this case a student would be unable to take both Media and French. Due to blocking, class sizes, and availability of resources, students may not get their first choices. Reserve selections are therefore very important.
Learning Area Coordinator: Mr Jason Gilchrist

Achieving success in the VCE in Visual Arts subjects depends on developing skills and understanding of the areas of study. If you intend to take a VCE Art subject then it is highly recommended that you study that area during Year 10 to build the skills necessary for excellence in VCE art studies.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• none</td>
<td>• Art</td>
<td>• VCE Visual Communication &amp; Design</td>
</tr>
<tr>
<td></td>
<td>• Visual Communication</td>
<td>• VCE Studio Arts</td>
</tr>
<tr>
<td></td>
<td>• Media</td>
<td>• VCE Media</td>
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<tr>
<td></td>
<td></td>
<td>• VET Media</td>
</tr>
</tbody>
</table>

Recommended Pathways into VCE arts studies:

**YEAR 10 OPTIONS – THE ARTS - VISUAL**

**ART**

Students explore the techniques and styles of a variety of art forms, both traditional and contemporary. Students will develop ideas and concepts for artworks. They will develop and extend both their skills and individual style, extending on their strengths and developing a sequential folio. The students will undertake exploration in a range of media including oil painting, acrylic painting, drawing in various media, printmaking, sculpture, digital photography, computer aided design and other experimental media. Students will trial a range of these media and refine skills in their media preference.

The course will include studying aspects of art history, particularly Australian and European. In this section of the course students will learn processes and approaches to art analysis and comparison as well as learn basic essay writing skills.

Assessment Items:
- Visual Diary
- Folio
- Art Appreciation
VISUAL COMMUNICATION & DESIGN
Visual Communication and Design encompasses fields such as Graphic Design, Fashion, Architecture, Multimedia, Advertising and Marketing. Designers use text and images to communicate information to specific audiences. They work with clients, developing and refining ideas to find visual solutions for them. The study involves the use of freehand drawing and instrumental drawing conventions, design elements and principles. It also involves the application of a design process in response to the needs set down by a brief. Design software and other methods of image generation are used to create examples of visual communication.

Students will be given opportunities to be involved in the typical fields of visual communication: Information design, Environmental design and Product Design and will utilise the drawing systems and conventions relevant to these design areas. Students will be introduced to how the Design Process is used when working in response to established communication needs. They will be encouraged to develop and extend their drawing and design skills through a variety of activities.

Assessment Items:
- Design Folio
- Instrumental Drawing
- Examination

MEDIA
Year 10 Media provides students with opportunities to work with film media and photography. Students investigate media to explore personal style and influences. In film media, practical work will be undertaken in video (utilising digital editing technology). Theory components will focus mainly on film and television analysis. Through photography, students to investigate both darkroom and digital photography to explore personal style and influences. Practical work will be undertaken using darkroom techniques, developing and enlarging photographs as well as digital photography, a variety of computer software and digital editing technology. Theory components will focus on photographic media analysis. The concept of folio development and the role of media in society as a medium for expression of views and shaping of social standards are key advances on previous years of study in the discipline.

Assessment Items:
- Visual Diary
- Folio
- Media Appreciation
Achieving success in the VCE in Performing Arts subjects depends on developing skills and understanding of the areas of study. If you intend to take a VCE art subject then it is highly recommended that you study that area during Year 10 to build the skills necessary for excellence in VCE art studies.

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</tr>
</thead>
<tbody>
<tr>
<td>• none</td>
<td>• Drama</td>
<td>• VCE Drama</td>
</tr>
<tr>
<td></td>
<td>• Music: Write It! Record It!</td>
<td>• VCE Music Performance</td>
</tr>
<tr>
<td></td>
<td>• Dance</td>
<td>• VCE Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• VET Drama</td>
</tr>
</tbody>
</table>

**DANCE**

Students explore the techniques and styles of Jazz, Musical Theatre, Street Dance, Hip-Hop, Ballet and Tap from the past and present. They will gain an understanding of how a variety of dance forms and styles can be utilised in their performance assessment.

Students will learn group dance routines which they will perform and be assessed in front of a live audience. They will also have an opportunity to work on their own short piece of performance which they can choreograph in small groups. Throughout the unit students will develop analytical and appreciation skills and learn how to effectively analyse live performance. Students will also begin to develop skills in preparing them for creating solo works and acts as an excellent preparation for VCE Dance.

Assessment Items:
- Performance Task
- Written Analysis
- Practical Performance Skills

**DRAMA**

Drama provides students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection. It also provides a means of increasing self-confidence and social awareness. Students learn through participation and the co-operative nature of Drama develops students’ abilities to share and communicate.
This course aims to introduce the student to various theatrical styles through time. Students begin with Physical Theatre then move to Butoh Drama. Each of these styles is explored extensively through research and practical exercises.

Drama offers Year 10 students an extensive journey through contrasting styles of theatre. Primarily practical, two major performances pieces are required as well as some written assignments. Students will also develop skills in preparing them for creating solo works and acts as an excellent preparation for VCE Drama.

Assessment Items:
- Performance Task
- Written Analysis
- Practical Performance Skills

MUSIC - WRITE IT! RECORD IT!
The focus of this unit is to:
- develop skills in song writing, recording, performance.
- develop music language skills in analysis, theory and aural perception.
- understand music in a cultural and historical context.

Unit outline:
- Writing a song – developing lyrics, chord patterns, using sample loops, effective melodies, structure.
- Great Songwriters – A listening and analysis trip through the last 100 years of great songs.
- Recording – simple ideas about microphone placement and use of effects to make your recording sound great.
- Basic Theory – You will be using chords and rhythms to create your song. How do you write them down for others?
- Sibelius – How to use this software to help you compose your music and understand the basics of music theory.
- Music Analysis – discover the elements of music while developing listening skills.

To do this unit you must play an instrument or sing at a reasonable level. It is advisable to be continuing private tuition. Completing this unit along with instrumental/vocal tuition should prepare you for VCE Music.
Pathways below are suggested options based on preferred Year 10 course taken this year. VCE Humanities do not have prerequisites.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must study one of:</td>
<td>• Humanities – Economics</td>
<td>• VCE Business Management</td>
</tr>
<tr>
<td>• Humanities – Geography</td>
<td>• Humanities – Geography</td>
<td>• VCE Accounting</td>
</tr>
<tr>
<td>OR</td>
<td>• Humanities – History</td>
<td>• VCE Economics</td>
</tr>
<tr>
<td>• Humanities - History</td>
<td>• Lawyers, Guns &amp; Money</td>
<td>• VCE Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• VCE History</td>
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<tr>
<td></td>
<td></td>
<td>• VCE Legal Studies</td>
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<tr>
<td></td>
<td></td>
<td>• VCE Australian &amp; Global Politics</td>
</tr>
</tbody>
</table>

**Recommended Pathways into VCE Humanities**

**Year 10 Geography**

- VCE Geography
- VCE Australian & Global Politics

**Year 10 History**

- VCE History
- VCE Philosophy
- VCE Legal Studies

**Year 10 Economics**

- VCE Accounting
- VCE Economics
- VCE Business Management
- VCE Legal Studies
HUMANITIES - ECONOMICS
One of the central themes is work and its place in Australian Industry and society. The study recognises the vocational, economic and social aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects. A key feature of the study is the preparation of a resume and application letter for a job. For the purpose of this study, work may be in the context of paid or unpaid employment. Industry includes a broad range of business or social organizations.

Students become familiar with basic economic structures, factors and laws. They gain understanding of the market economy and its forces, the workforce and the notion of unemployment. Techniques and tactics of job-hunt is also integral part of this study.

This subject is designed for students to gain essential skills and competencies that employers are looking for in applicants in today's job market.

Students learn about the political and legal structures that impact upon all Australians. Consideration is given to our political history, the concepts of responsible government, the three levels of government and electoral education. Students also learn about the Australian Legal system and the processes that facilitate changes to the law and how these changes affect society.

HUMANITIES – GEOGRAPHY
The focus of Year 10 Geography is how people interact with their environments and how that interaction affects their wellbeing. The first unit, Environmental Change Management, looks at how different environments are managed and valued by people. The second unit, Geographies of Human Wellbeing, explores how human wellbeing is measured and the differences in wellbeing in different places in the world.

HUMANITIES - HISTORY
The course focus for this subject is 20th Century Australian history, with particular reference to: World War II, Rights and Freedoms, and Migration Experience. The aim is to have students analyse and understand these events from an Australian point of view, and to relate them to both Australia and the rest of the world.

Student learning is based on the collection of primary documents from various sources. Students are also set a major task in which they are given an opportunity to research and then demonstrate an understanding of one of the major topics studied.

In addition to the set tasks, students will be required to analyse political cartoons and other graphic material in order to demonstrate their historical understanding of 20th Century Australia.

YEAR 10 OPTIONS – THE HUMANITIES

LAWYERS, GUNS, & MONEY
This is a hybrid of Legal Studies & Business Management. The study is made up of two distinct units.

Business Management (money) examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in large-scale organisations. Lawyers and Guns provide students with an analytical evaluation of the processes of law-making governmental structures and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of students’ knowledge of their basic legal rights and responsibilities.
Learning Area Coordinator (English – Senior): Mr Tristan Davis

YEAR 10 SEMESTER 1 – ENGLISH

In Semester 1, all students complete a compulsory English unit which explores a range of texts and issues. This unit is designed to give students the background and knowledge to develop their analytical and writing skills. It also provides students with the necessary language skills to prepare them for their second semester English choice, as well as VCE English Units 1 and 2.

Students complete a variety of assessment tasks, including Text Response Essays, Persuasive Language Analysis, and Oral Presentations. Texts studied include William Shakespeare’s *Macbeth*, as well as media texts relating to contemporary news issues.

YEAR 10 SEMESTER 2 – ENGLISH OPTIONS

In Semester 2, students are able to select from four possible English units:

- English: Identity and Experience;
- English: Justice and morality;
- English: Society and control; or
- English: Foundation

Students are encouraged to carefully consider the English choice, and to make a selection based upon their own interests.

The first three options are designed as preparation for VCE English. Each unit will assess students’ ability to analyse and respond creatively to a range of texts based upon a particular theme. Students in one of these three options will complete the same number and form of assessment tasks, irrespective of the unit selected. Assessments tasks consist of:

- Text Response Essay
- Extended Narrative Folio piece
- Persuasive Oral Presentation
- End of Semester Exam

The final option, English: Foundation, is designed as preparation for VCAL Literacy. The assessment in this elective will reflect the structure and demands of VCAL Literacy. The differences in the Semester Two choices are outlined below.

*Note: Texts listed in this course outline are indicative only, and may be subject to change. For an up-to-date list of texts, please refer to the official college booklist.*

**ENGLISH: IDENTITY AND EXPERIENCE**

In this elective students will investigate how the experience of significant events can change a person’s identity forever. A variety of texts, such as *Empire of the Sun* and *I Am Malala* will be used to encourage students to consider how individuals are shaped by the world and people around them. Students will consider how diverse people respond differently in situations where they are not in control, and examine the choices made and impact caused by these experiences. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding.

**ENGLISH: JUSTICE AND MORALITY**

Students explore a range of texts relating to the theme of Justice and Morality. A variety of texts such as *To Kill a Mocking Bird* and *Twelve Angry Men*, inform students understanding of how the concept of justice can be interpreted. This course will also examine how people’s own morality has an impact on their understanding of how justice should work, and whether or not justice is always morally right. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding.
ENGLISH: SOCIETY AND CONTROL
This unit provides the opportunity for challenging and in-depth text analysis, and as such is intended for high-achieving and highly motivated English students. Students read and respond to a range of complex texts, such as Nineteen-Eighty-Four, and The Lord of the Flies. Through their exploration of a variety of themes and issues, students explore the ways society can act to constrain individuality and freedom. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding. It is recommended that students intending to study Literature at VCE level select this option.

ENGLISH: FOUNDATION
As with the other English electives, English: Foundation is available in Semester 2 only. The aim of English: Foundation is to further develop practical language skills that are essential for written and verbal communication. Students will focus on ways to develop their writing, speaking, and listening skills in a practical manner.

English: Foundation is designed for those students who are preparing to undertake a VCAL pathway in 2017. This course has been created to cater to students who are looking to complete a more career focused higher education pathway in Years 11 and 12, but still want to develop their essential English skills and abilities.

As with all the Semester 2 English options, there will be a range of assessment tasks that will need to be completed by English: Foundation students. All Semester 2 English options will complete the same number of assessment tasks, however, the focus of English: Foundation and the other English electives will be substantially different.

Assessment tasks may consist of, but not necessarily be limited to:

- Text based writing tasks
- Language development and analysis activities
- Written and aural based writing pieces
- Oral Presentations
- End of Semester Exam

Entry into English: Foundation will be subject to approval. Please note that selecting English: Foundation in Semester 2 2016 will preclude students from entering VCE studies in 2017.
Learning Area Coordinator (LOTE): Ms Jane Darrou

YEAR 10 OPTIONS – LOTE

VET Certificate III in Applied Languages
French 1 and 2 or Italian 1 and 2

Students have the opportunity to undertake the VET Certificate III in Applied Languages in the language of their choosing. The course, irrespective of the language studied, comprises four units:

1. Conduct routine oral communication for social purposes in a LOTE
2. Conduct routine workplace oral communication in a LOTE
3. Read and write routine documents for social purposes in a LOTE
4. Read and write routine workplace texts in a LOTE

Please note that units 1 and 3 are taught concurrently, as are units 2 and 4, allowing the use of the same content to cover the different skills.

As with Certificate II, the emphasis is on oral communication, however students will also expand on their understanding and use of their chosen language within the world of teenage experience on topics drawn from areas of general interest. They will write paragraphs and begin to explore the more complex forms of grammar, vocabulary and syntax. They will also increase in their knowledge and understanding of French culture.

Over-all, students will further develop their reading, writing, speaking and listening skills in preparation for continued grammar/text-based study at the VCE level, should they choose to continue their language studies beyond Year 10.

Assessment Tasks:
- Class work
- Assessment tasks as required in fulfillment of VET Cert III in Applied Languages, which will include role-plays, and other oral assessments, reading and listening comprehension tasks, and written tasks, etc.

Required Pathway for ACK Language studies:

- Year 10 French/Italian 1
- AND
- Year 10 French/Italian 2
- VCE LOTE 1/2
- VCE LOTE 3/4

The Assumption College Language Exchange Programs

Year 10 students who intend to continue their studies of their chosen language into Year 11 and beyond, are invited to apply to participate in either the Assumption College Kilmore – Externat Sainte-Marie Lyon French Exchange Program or the Assumption College-Bari Italy Italian Exchange Program. Successful applicants will be selected on their academic ability and their desire to continue with and improve their chosen language. As they will be representing the College, their capacity to live the College Code of Conduct will also be taken into consideration. The selected group will spend time visiting sights of historical and cultural importance before participating in an extended home-stay situation, living with family and attending school. During the school day students will attend classes and participate in a variety of cultural, sight-seeing and/or other learning activities. In the evening and on the weekends they will spend time with their host family, enjoying whatever activities the family may be doing at that time.
Learning Area Coordinator (Mathematics - Senior): Ms Laila Sarraf

All students must choose one of the Mathematics options. ALL options in some way affect VCE and VCAL options available to students in Years 11 & 12.

Please read the following information carefully, and use it as a guide to making your selection. You must speak to your current Mathematics teacher and discuss the options and information with them. You should also find out if a particular Mathematics subject is a prerequisite for any tertiary courses you are interested in as this may impact on your choice of Mathematics.

### Compulsory Units

**Students must study one of:**
- Year 10 Real Life Mathematics OR
- Year 10 Standard Mathematics OR
- Year 10A Advanced Mathematics

### POSSIBLE MATHEMATICS PATHWAYS AT ACK FROM YEAR 10 TO YEAR 12:

- **Year 9 Maths**
  - Year 10 Real Life Maths
  - Year 10 Standard Maths
  - Year 10A Advanced Maths

- **Foundation Mathematics 1&2**
  - General Maths (Standard) 1 & 2
  - Specialist Maths 1 & 2 AND Maths Methods (CAS)

- **VCAL Numeracy Intermediate**
  - VCAL Numeracy Senior
  - Further Maths 3&4
  - Maths Methods CAS 3&4
  - Specialist Maths 3 & 4 AND Maths Methods CAS 3&4
YEAR 10 STANDARD MATHEMATICS:
A sound grasp of all Year 9 concepts is essential for this course. Choosing Standard Mathematics means that Mathematics will be available to students in both Years 11 and 12. Please note: Standard Mathematics only prepares students to study VCE General Standard Mathematics in Year 11 and Further Mathematics in Year 12.

Topics studied in Year 10 Standard Mathematics are: Rational and Irrational Numbers, Expanding and Factorising Algebraic Expressions, Linear Graphing, Measurement, Probability, Statistics, Quadratics and Trigonometry.

YEAR 10A ADVANCED MATHEMATICS:
A strong grasp of all Year 9 concepts is essential for this course. Topics studied in Year 10 Advanced Mathematics are the same as Standard Mathematics with additional units of: laws of logarithms; factor and remainder theorems; exponential functions; proofs involving Geometry; sine, cosine and area rules; the unit circle; and interpretation of data. 10A Advanced Mathematics is a preparatory Mathematics subjects for students interested in studying VCE Specialist Mathematics and/or VCE Mathematical Methods Unit 1 & 2 in Year 11.

Enrolment in Year 10A Advanced Mathematics is via teacher recommendation. Students recommended will be those who have not completed extension Mathematics in Years 8 and 9 but who have demonstrated a consistently strong performance in Mathematics. Please note: 10A Advanced Maths prepares students for specialist Maths (and/or) Maths Methods in years 11 and 12.

YEAR 10 REAL LIFE MATHEMATICS:
Real Life Mathematics is designed for those students who have a basic understanding of the concepts taught in Year 9 Mathematics. This course is designed for those students who are only intending to study FOUNDATION MATHEMATICS in Year 11. Please note: Real Life Mathematics does not allow students to study any VCE Mathematics in Year 12.

This subject looks at the way Mathematics is used to represent, describe and explain aspects of everyday life. Topics include number, fractions, percentages and decimals. Examples of what may be covered in the course are: students learn to use money in the context of grocery shopping to calculate the better buy items and compare the cost for equal quantities. They may also look at how to use ratio and proportion to adjust recipes to cater for the correct number of people and avoid food wastage.

Depending on the student's ability, students may complete some topics from the Year 10 Standard Mathematics course as part of the Real Life Maths course.
Learning Area Coordinator (Health & Physical Education): Mr Matthew Johnson

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE (Fitness &amp; Training)</td>
<td>Community Recreation (Aquatics)</td>
<td>VCE Physical Education Units 1 &amp; 2</td>
</tr>
<tr>
<td>PE (Team Performance) or Health in Australia</td>
<td></td>
<td>VCE Health &amp; Human Development Units 1 &amp; 2</td>
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<td></td>
<td></td>
<td>VET Sport &amp; Recreation Units 1 &amp; 2</td>
</tr>
</tbody>
</table>

**COMPULSORY UNITS – HEALTH & PHYSICAL EDUCATION**

*NOTE: All students must select one of the compulsory units*

**PHYSICAL EDUCATION (FITNESS & TRAINING)**
This unit provides the opportunity for students to acquire the fundamental skills and knowledge required by a Fitness Leader or Instructor. The theory and practical aspects of the course go hand-in-hand with theoretical components being applied to the practical and vice-versa. This course is a great introduction to VCE Physical Education.

Students will gain an understanding of: -

**Study 1**
- The reasons people choose / choose not to be involved in physical activity
- Performance Analysis
- Components of Fitness
- Fitness testing and standards
- The basic principles of training and fitness.
- The energy systems of the body.
- The different training methods

**Study 2**
- The benefits of fitness to society
- The importance of their own fitness level, how to develop it and how to test it via ‘The Australian Fitness Testing Awards’ program.
- The structure of a fitness and conditioning training program
- How to write a fitness and conditioning training program
- The current trends and issues in fitness.

**Assessment Tasks:** -
Practical Reports; Practical Assessment; Tests; Examinations; Assignment

**OR**

**PHYSICAL EDUCATION (TEAM PERFORMANCE)**
The focus of this course is Individual and Team Performance where students develop an understanding on how to write a skills training program to improve a range of skills from their chosen sport. Biomechanics and Skill Acquisition in Sport is also explored. The practical activities are designed to complement the theory lessons, where students will participate in competitive sports and peer teaching. This course is a great introduction to VCE Physical Education.
Students will gain an understanding of:

**Study 1**
- The reasons people choose / choose not to be involved in physical activity
- Performance Analysis
- Components of Fitness
- Fitness testing and standards
- The basic principles of training and fitness.
- The energy systems of the body.
- The different training methods

**Study 2**
- High Performance
- Stages of learning and skill acquisition
- Biomechanical Principles
- The structure of a skills based training program
- How to write a skills based training program

**Assessment Tasks:**
- Practical Reports; Practical Assessment; Tests; Examinations; Assignment

OR

**HEALTH IN AUSTRALIA**
This course explores the nine National Health Priority Areas which include: Arthritis & Musculoskeletal Conditions, Asthma, Cancer Control, Cardiovascular Health, Diabetes Mellitus, Injury Prevention & Control, Mental Health, Dementia and Obesity. Students will develop an understanding what the conditions are, risk factors and prevention strategies. They will explore the impacts of drugs and alcohol on society. Practical classes are based on activities that promote lifelong physical activity which can help prevent many of these conditions. This course is a great introduction to VCE Health and Human Development.

**YEAR 10 OPTIONS – HEALTH & PHYSICAL EDUCATION**

**COMMUNITY RECREATION (Aquatics)**
This course aims to develop a student's knowledge and skills in the community recreation subject area with a focus on water based activities and aquatic environments. Students will need to develop judgment, technique and physical ability to carry out basic first aid skills and safe water rescues.

Practical swimming sessions will be conducted at the Kilmore Leisure Centre. These sessions will focus on a range of rescue techniques, swimming and lifesaving strokes, survival skills, risk management, accompanied rescues, spinal injuries, search and rescue and initiative tasks.

Included in the unit will be a single day activity of raft building, with emphasis on leadership, teamwork and communication. Students will also need to develop a risk management awareness to minimise and prevent risk and/or injury.

A range of first aid skills will be covered, including the control of bleeding, fractures, hypothermia and shock. Students will be taught the key principles of resuscitation and be assessed on both CPR skills.

The unit also comprises theoretical components, focusing on community recreational opportunities (water-based), outdoor recreation trip planning, and key skills to demonstrate self-preservation, recognising an emergency, determining the priorities of a rescue and emergency care.

Successful completion of this course will result in student’s receiving the Level 2 First Aid and Bronze Medallion awards (as recognized by the Royal Life Saving Society).
Prerequisite
Students who select this subject will need to have the potential to complete a continuous swim of 100m freestyle, 100m survival backstroke, 100m sidestroke and 100m breaststroke in less than 13 minutes. Also a timed swim and tow of another student.

Please note
- Students will need to take responsibility for updating their Bronze Medallion certificate and CPR qualification annually. First Aid will need to be updated every 3 years.
- Students must pass both the practical and theoretical components of the unit to gain both awards.
- Students must be able to attend and participate in more than 80% of practical classes at Kilmore Leisure Centre.

Assessment Tasks
Practical survival skills; Injury management; CPR; Assignments; Examination; First Aid Workbook.
Trillions of dollars are spent worldwide on healthcare each year. Why? Health and Human Development explores this question through looking at attitudes, beliefs, behaviour and environmental factors. It looks at how to measure health status, why this is difficult and the variations between population subgroups as well as countries around the world. Students will look at the impact of both nutrition and the environment and thus the importance of these factors. Students will explore the health issues faced in developing countries, similarities and differences to industrialised countries, as well as ways to address these issues. This subject also focuses on sustainable human development. Students are required to be able to read and interpret data/graphs when undertaking this subject.

**Unit 1: The Health and Development of Australia’s Youth**
In this unit students are introduced to the concepts of health and individual human development. Students identify issues that impact on the health and individual human development of Australia’s youth.
Area of Study 1: Understanding youth health and human development.
Area of Study 2: Youth issues.

**Unit 2: Individual Human Development and Health Issues**
This unit focuses on the health and individual human development of the lifespan stages of prenatal, childhood and adulthood. The many determinants that can affect the health and human development of these various lifespan stages are also explored.
Area of Study 1: Prenatal Health and Individual Human Development
Area of Study 2: Childhood Health and Individual Human Development
Area of Study 3: Adult Health and Individual Human Development

**Unit 3: Australia’s Health**
Students develop an understanding of the health status of Australians by investigating variations in health status amongst different population groups of Australia. Students also study the role of nutrition in addressing specific diseases, the National Health Priority Areas, health promotion programs. Students will explore the Australian healthcare system and the role of government and non-government initiatives in promoting health in Australia.
Area of Study 1: Understanding Australia’s health.
Area of Study 2: Promoting health in Australia.

**Unit 4: Global health and human development**
This unit examines concepts of global health, human development and sustainability. Students will explore the similarities and differences in health and health status between developed and developing countries. The focus of the study is to evaluate a range of sustainable health care initiatives developed by governments and international agencies to optimize global health and sustainable development.
Area of Study 1: Introducing global health and human development.
Area of Study 2: Promoting global health and human development.

*Studies in Health & Human Development* can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Age carer</th>
<th>Medical imaging professional</th>
<th>Registered nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulance office/Paramedic</td>
<td>Medical receptionist</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Child care worker</td>
<td>Naturopath/Acupuncturist</td>
<td>Youth worker</td>
</tr>
<tr>
<td>Child/Youth residential carer</td>
<td>Nursing Aide</td>
<td></td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Nutritionist</td>
<td></td>
</tr>
<tr>
<td>Dental assistance</td>
<td>Occupational therapist</td>
<td></td>
</tr>
<tr>
<td>Dietician</td>
<td>Personal care assistant</td>
<td></td>
</tr>
<tr>
<td>Enrolled Nurse</td>
<td>Physiotherapist</td>
<td></td>
</tr>
<tr>
<td>General medical practitioner</td>
<td>Podiatrist</td>
<td></td>
</tr>
<tr>
<td>Health promotion officer</td>
<td>Receptionist</td>
<td></td>
</tr>
</tbody>
</table>
Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It provides the integration of theoretical knowledge and practical application through participation.

Please note: Unit 3 / 4 Physical Education is 80% theory and 20% practical based.

Unit 1 Bodies in Motion
Students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. Students apply biomechanical principals to improve and refine movement. In this unit students will also look at injury prevention and rehabilitation.
Area of Study 1: Body systems and human movement.
Area of Study 2: Biomechanics and Movement.
Area of Study 3: Injury Prevention and Rehabilitation.

Unit 2 Description: Sports Coaching and Physically Active Lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population and also how active living is promoted in the community.
Area of Study 1: Effective coaching strategies.
Area of Study 2: Physically active lifestyles.
Area of Study 3: Promoting active living.

Unit 3 Description: Physical Activity Participation and Physiological Performance
This unit focuses on patterns of physical activity and the National Physical Activity Guidelines. Throughout the unit students will look at physical activity promotion in schools, community settings and the workplace. Students investigate how the body responds to demands during exercise, the contribution of energy systems to performance and the causes of fatigue. They consider different strategies used to promote recovery.
Area of Study 1: Monitoring and promoting physical activity.
Area of Study 2: The body’s responses to exercise.

Unit 4 Enhancing Physical Performance
This unit focuses on fitness components and assessment of fitness. Students will consider the ways in which fitness can be improved by the application of appropriate training principles and methods. Students will examine how individuals adapt both physically and mentally to a training program.
Area of Study 1: Planning, implementing and evaluating a training program.
Area of Study 2: Performance enhancement and recovery practices.

Studies in Physical Education can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Sports administrator</th>
<th>Sports umpire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete manager</td>
<td>Sports coach</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Sports commentator</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Dietician</td>
<td>Sports editor</td>
<td>Yoga instructor</td>
</tr>
<tr>
<td>Fitness centre manager</td>
<td>Sports journalist</td>
<td>Sports trainer</td>
</tr>
<tr>
<td>Fitness instructor</td>
<td>Sports medical practitioner</td>
<td>Sports scientist</td>
</tr>
<tr>
<td>Nutritionist</td>
<td>Sports physiotherapist</td>
<td>Recreation office</td>
</tr>
<tr>
<td>Personal Trainer</td>
<td>Sports psychologist</td>
<td>Physiologist</td>
</tr>
</tbody>
</table>
Learning Area Coordinator (Religious Education): Ms Anna Liggieri

Religious Education continues to be a compulsory and rigorous study at Year 10 and 11 at Assumption College. Unless approved to the accelerated Unit 1 & 2 Religion & Society or Unit 1 & 2 Texts and Traditions, Year 10 students complete an RE program based on the Melbourne Diocesan ‘To Know, Worship and Love’ curriculum.

**Year 10 *To Know, Worship and Love* program (Melbourne Archdiocese):**

This course follows on from Yr 7-9 Religious Education and in Year 10 includes the following topics over the year:

- **Church history:** early Christians; Monasticism; Eastern churches; the Reformation.
- **Social justice:** Justice in Scripture and in Catholic social teaching.
- **Gospel:** A study of the formation and background to the four Gospels with a special focus on Mark’s Gospel.
- **Eucharist:** The symbols and components of the Eucharist together with its meaning and nature and how it connects with everyday life.
- **Indigenous religion:** The spirituality and beliefs of some indigenous religions including the Australian Aborigines.
- **Moral Responsibility:** Stages in making moral decisions.
Learning Area Coordinator (Science): Ms Jess Wogan

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options (VCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Foundation Level (SFL) or Science</td>
<td>Agriculture</td>
<td>Unit 1/2 Agriculture &amp; Horticulture</td>
</tr>
<tr>
<td></td>
<td>Science for VCE</td>
<td>Unit 1/2 Biology</td>
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<tr>
<td></td>
<td></td>
<td>Unit 1/2 Psychology</td>
</tr>
</tbody>
</table>

Recommended Pathways into VCE Sciences

Year 10 Science

- Unit 1/2 Agriculture & Horticulture
- Unit 1/2 Biology
- Unit 1/2 Chemistry
- Unit 1/2 Physics
- Unit 1/2 Psychology
- Unit 3/4 Agriculture & Horticulture
- Unit 3/4 Biology
- Unit 3/4 Chemistry
- Unit 3/4 Physics
- Unit 3/4 Psychology

Year 10 Science Foundation Level
PLEASE NOTE: Only students who complete Yr10 Science can continue with VCE Biology, Chemistry, Physics and/or Psychology. Students who obtain excellent results and have very good work habits in science may like to consider applying for an accelerated pathway into Units 3/4 Agriculture & Horticultural studies, Biology or Psychology.

It is highly recommended that students intending to study Unit 1 & 2 Chemistry or Physics in Year 11 select Science for VCE as an optional study in Year 10.

**COMPULSORY UNIT _ THE SCIENCES**

**NOTE:** One of the following options must be selected.

**SCIENCE FOUNDATION LEVEL**
This is the recommended option for those students who do not wish to further their Science pathway beyond Year 10 (VCE Agricultural & Horticultural Studies excepted). The subject covers each of the following areas:

**Physics (Road Science)** – During this topic students will engage in an interactive module where they will look at principles of speed and acceleration, carry out car accident simulations and perform many hands on practical activities.

**Biology (Genetics & Evolution)** – This unit covers genetics and inheritance where students are given the opportunity to extract DNA and carry out a DNA fingerprint. Students then look into the theory of evolution with a focus on where we came from and how we have evolved.

**Chemistry (Chemistry Basics)** – This topic focuses on the nature of chemicals and the interactions between different substances. Students will learn how to read and use the periodic table to explain chemical reactions.

**Psychology (Introduction to Psychology)** – During the Psychology unit students will have an introduction to Psychology as a Science. They will start to explore some interesting theory on thoughts, feelings and behaviour of organisms.

**SCIENCE**
This is the option for those students who are considering completing any of the four VCE Sciences (Biology, Chemistry, Physics, Psychology) in the future. This unit will include student research where students will be given the opportunity to further develop their knowledge in an interest area. The subject covers each of the following areas:

**Chemistry (Chemical Reactions)** – This topic involves studying and describing chemical reactions. Other areas covered include factors affecting the rate of chemical reactions, writing chemical formula and balancing chemical equations. Students will conduct many experiments to compliment the theory.

**Psychology (Introduction to Psychology)** – During the Psychology unit students will have an introduction to Psychology as a Science. They will start to explore some interesting theory on thoughts, feelings and behaviour of organisms.

**Biology (Genetics & Evolution)** – In this unit students look at the role of DNA as the blueprint for controlling characteristics in organisms. Students extract DNA and separate it using gel electrophoresis. They also examine patterns of inheritance through generations of a family. Finally, students explore the theory of evolution, particularly how natural selection explains the diversity of living things.

**Physics (Energy & Motion)** – This is a practical based unit where students investigate how energy is transferred in interactions like car crashes and pendulums. Students also look at how we can measure speed, force, acceleration and make predictions about the movement of an object.
AGRICULTURE & HORTICULTURAL STUDIES

In this unit students study local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations. Students develop an understanding of how the biological and physical components of the environment and human resources influence the type of agribusinesses undertaken around the Kilmore area. They consider the importance of using scientific methodology when investigating agricultural and horticultural systems. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project. Students consider business opportunities and financial aspects, and growth and production of plants and animals. They use appropriate production skills, plan and use resources sustainably, and evaluate and report on the progress of the small business. Many successful projects in the past include: vegetable growing, tree propagation, fat-lambs, egg production, meat-goats and beef cattle.

SCIENCE FOR VCE (Chemistry and Physics Extension)

This course is designed to build on Chemistry and Physics concepts taught in Yr10 Science. It provides excellent preparation for studies in VCE Chemistry and Physics and is highly recommended for those students considering these subjects as part of their VCE.

In this subject, students further develop their knowledge of different chemical reactions and build on their ability to write and balance chemical equations. They will use their knowledge of Newton’s laws to calculate and explain observations, and investigate electricity and electric circuits. Students will conduct scientific experiments and develop their ability to communicate their results scientifically through an extended research project.
Learning Area Coordinator (Technology): Ms Robin Panousieris

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Design, Creativity and Technology (Food)</td>
<td>VCE Food &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>Design, Creativity and Technology (Product Design)</td>
<td>VCE Information Technology</td>
</tr>
<tr>
<td></td>
<td>Design, Creativity and Technology (Textiles)</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Design, Creativity and Technology (Wood)</td>
<td>VET Information Technology</td>
</tr>
<tr>
<td></td>
<td>Educational Software &amp; Programming</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>ICT for Business</td>
<td>VET Information Technology</td>
</tr>
</tbody>
</table>

YEAR 10 OPTIONS – TECHNOLOGY

DESIGN, CREATIVITY AND TECHNOLOGY (FOOD)
Using the Product design process, students will apply their knowledge of food and nutrition to look beyond their immediate environment as they study not just the preparation of new foods but also the symbolism of foods as applied to cultural celebrations in Australia. Using modern foods and developing classic cooking techniques, students will be equipped to take on their first “Master Chef challenge”. They will learn what’s popular in places such as Italy, Greece, Spain, Japan and France whilst they expand their knowledge of food safety and the properties of food so that they can confidently plan and prepare food at school and at home. Current Food trends are explored and students will gain understanding of environmental, ethical and sustainable values around selecting foods.

The completion of a well presented folio that relates to the various aspects of study is a part of the course. This includes a number of different investigative tasks and evaluations. The products made are evaluated which includes the appearance and taste. This subject is a pathway into year 11 VCE Food and Technology or VET Hospitality and you may consider doing both at the same time.

DESIGN, CREATIVITY AND TECHNOLOGY (PRODUCT DESIGN)
Take up a design challenge and successfully work through it using the Product design process. The final result will be a storage unit with a difference as the results are often unexpected because this product pushes the students design ideas beyond conservative to creative that can, and do inspire others. The use of a range of materials such as wood, metal, plastic and glass are considered for use in the products. Research into a range of design ideas; materials and sustainability is part of the course. The safe use of a range of tools and equipment is covered as students become more independent and skilled.

The completion of a well presented folio that relates to the final product includes a number of different drawing methods. The product made is evaluated for functionality, quality and appearance. Many aspects of the course prepare students for Year 11 Product Design and Technology (Wood).

DESIGN, CREATIVITY AND TECHNOLOGY (TEXTILES)
Students have the opportunity to make an exciting variety of textiles’ products whilst working through the Product design process. The garments to be made include; a skirt, shirt, and dress
using commercial patterns with a focus on both traditional and contemporary textiles’
techniques. Research is done related to design ideas; materials; construction and finishing
processes. The safe use of a range of specialised tools and equipment is also a major focus
as students become more independent and skilled.
The completion of a Design Folio that relates to a final product is a part of the course. This
includes learning to draw fashion croquis (fashion figure templates). The products made are
evaluated for functionality, quality and appearance. If students are undertaking VET Applied
Fashion Design and Technology this is a subject that will assist them.

DESIGN, CREATIVITY AND TECHNOLOGY (WOOD)
Working through the Product design process to make a unique small piece of furniture that
includes a drawer offers a challenge for students to expand their technical and design skills.
They research related to design ideas; materials; and the environmental impact of using
different types of timbers. The safe use of a range of tools and equipment is covered as
students become more independent and skilled.

The completion of a well presented folio that relates to the final product is part of the course.
This includes a number of different drawing methods. The products made are evaluated for
functionality, quality and appearance. Many aspects of the course prepare students for Year
11 Product Design and Technology (Wood). If students are undertaking VET Building and
Construction it is a complementary subject to this study and you may consider doing both at
the same time.

EDUCATIONAL SOFTWARE AND PROGRAMMING
In small groups or individually, students develop software through designing and making an
educational adventure game related to themes and topics studied in other classes. Students
will be using ‘GameMaker’ software or similar. The course includes; Project management
skills, Creating / incorporating still and moving images into a software platform, some
programming skills including algorithm development, debugging and testing the software
product.
Assessment will be based on the design, the components of the software package, and the final
software product.

ICT FOR BUSINESS
For students who want to: run their own business; become more “tech savvy”; create e-
commerce websites like Ebay or are thinking about going into business.
This subject is designed to help you find out more about how technology can assist in your
everyday life. It ranges from the day to day use of computer software to skills in running your
own business.
Computer terminology and awareness; basic web design; multimedia and desktop publishing
are at the core of the subject, hence several software applications will be used including
industry standard Adobe Dreamweaver and Microsoft Excel.
Students undertake a real-world project to create a website for a specific purpose and work
to a timeline. The focus is on community information, communication technologies and using
ICT commonly found in a small business or community organisation eg. A football or netball
club. Students investigate small business networks and understand the configuration
required for that type of computing system.
There will be a mixture of group work and individual projects.
Learning Area Coordinator (VCAL): Mrs Jenny Pendlebury

The Pre-CAL unit is offered as a one semester unit at Year 10 level. It is designed to appeal to those students who perhaps have an interest in going into training at a TAFE institute, starting an apprenticeship or traineeship, or going into employment after completing school. The Pre-CAL unit is based on ‘applied learning’, or ‘hands-on learning’. If a student chooses to do Pre-CAL they are not obligated to go on to do the VCAL; it is simply another option for them to consider in helping with their decisions about possible pathways.

The purpose of this unit is to prepare students for participation in a VCAL program by exposing them to a variety of experiences and activities like those that are currently a part of the VCAL units. This is a ‘taster’ program designed to give the students an insight into what they can expect if they choose to go on with a VCAL program, as well as having them involved in very ‘hands on’ activities and experiences. The outcomes are achieved through the students’ participation in and planning of a health or community service goal or activity.

The focus of the unit is on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through the participation in experiences of a practical nature. Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Students complete the learning outcomes of the Personal Development Skills –Foundation level – Unit 2 as part of their Pre-CAL. This may contribute to the achievement of their VCAL certificate the following year, with recognised prior learning being acknowledged.

Pre-CAL is a great choice of subject for those students who enjoy ‘hands on’, practical experiences, or wish to go on to work in a trade or industry in the future.