ASSUMPTION COLLEGE

SEEK THE THINGS THAT ARE ABOVE

2017 YEAR 10 SUBJECT SELECTION BOOKLET
KEY DATES FOR SUBJECT SELECTION 2017

2017 Year 10 Subject Selection Timeline

Thursday 18th August  
Year 10 subject selection assembly

Friday 19th August  
Students emailed subject selection booklet and presentation

Friday 19th August  
Students emailed web preferences link (web preferences open)

Wednesday 7th September  
Web preferences close 11.59 p.m. Subjects to be completed today

Print off receipt of subjects selected and sign

Gain parent/guardian signature

Thursday 8th  
Submit printed off subject selection receipt with signatures to the Pastoral Care Teacher

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Performing Arts  
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There has been a thorough review of the Assumption College curriculum from Year 7 to 10 and significant changes have been made to the subjects on offer and the relative time spent on core and elective subjects.

This is an exciting time for students entering Year 10 in 2017. Over the year there will be an increased emphasis on student choice as part of a personalised curriculum that aims to provide a program meets students needs. In 2017 each student is able to select eight electives that run over a semester each. There are a few electives that run across the entire year such as Italian and French, and students studying an accelerated VCE or first year VET as a Year 10 student.. These all run across the year (therefore counts as two of the eight electives). As a consequence of the changes Year 10 students will have approximately 60% elective classes, giving students an appropriate degree of choice with their own education. This is in line with the Victorian Curriculum’s aim of providing pathways and choice for students across year 9 and 10.

In Year 10 next year the following subjects will be a core part of the curriculum;

- English (students select one of three options for semester two)
- Mathematics
- Religious Education

The rest of the booklet aims to provide a brief outline of the subjects that are offered as part of the eight electives each year 10 Assumption student can select next year! These electives are;

| The Arts (Visual):          | ● Art                        |
|                            | ● Visual Communication Design |
|                            | ● Media                      |
| The Arts (Performing)       | ● Drama                      |
|                            | ● Music                      |
|                            | ● Dance                      |
| The Humanities:             | ● Humanities – Economics & Business |
|                            | ● Humanities – Geography     |
|                            | ● Humanities – History       |
|                            | ● Legal Studies              |
| Languages                  | ● VET Applied Languages French 1 or Italian 1 |
|                            | ● VET Applied Languages French 2 or Italian 2 |
| Health & Physical Education:| ● Fitness & Training         |
|                            | ● High Performance           |
|                            | ● Promoting Health in Australia |
|                            | ● Global Health & Development |
|                            | ● Community Recreation (Aquatics) |
| Science                    | ● Agricultural & Horticultural Studies |
|                            | ● Life Science               |
|                            | ● Physical Science           |
| Technology                 | ● Food Studies               |
|                            | ● Design Technology (Wood)   |
|                            | ● Digital Technologies Software & Programming |
| Visual Arts                | ● Media                      |
|                            | ● Visual Communication Design |
|                            | ● Art                       |
| English                    | ● Literature                |
For detailed information on VCE Acceleration Options, please refer to the Senior Subject Selection Booklet, available on SIMON.

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.

**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 2017 and presentation to the senior students (these have been emailed to the current year 9 students).
THE ARTS - VISUAL

Learning Area Coordinator: Mr Glenn Solomons

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 Studio 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 Interactive Digital Media (Game Design)</td>
</tr>
</tbody>
</table>

Recommended Pathways into VCE arts studies:

- **Art**  
  - VCE Studio Arts 1/2  
  - VCE Studio Arts 3/4

- **Visual Communication & Design**  
  - VCE Vis Comm. 1/2  
  - VCE Vis Comm. 3/4

- **Media**  
  - VCE Media 1/2  
  - VCE Media 3/4

YEAR 10 OPTIONS – THE ARTS - VISUAL

**ART**

Students explore the techniques and styles of a variety of art forms, both traditional and contemporary. Students are given various themes, to explore and investigate artist practice. 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, computer aided design and other experimental media. Students will trial a range of these media and refine skills in their media preference.

Assessment Items:
- Humanity & Nature Folio
- Cultural Identity Artwork
- Artist Comparison
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: Communication Design 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
- Computer Aided Design

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 film (utilising digital editing technology). Theory components will focus mainly on genre and narrative. Through photography, students to investigate digital photography to explore personal style and influences. Practical work will be undertaken using digital photography as well as 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:
- Digital Photography
- Genre & Narrative
- Film Production
THE ARTS - PERFORMING

Learning Area Coordinator (Drama/Dance): Ms Celia Gall
Learning Area Coordinator (Music): Ms Celia Gall

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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<thead>
<tr>
<th>Compulsory Units</th>
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<tbody>
<tr>
<td></td>
<td>● Drama</td>
<td>● VCE Drama</td>
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<tr>
<td></td>
<td>● Music</td>
<td>● VCE Music Performance</td>
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<tr>
<td></td>
<td>● Dance</td>
<td>● VCE Dance</td>
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<td></td>
<td></td>
<td>● VET Drama</td>
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DANCE

LEARNING AREA: PERFORMING ARTS

This course will allow students to participate, learn, develop and explore various dance styles and techniques e.g. ballet, contemporary, hip-hop, break, tap and improvisation in order to develop a greater understanding of the choreographic processes. Students will respond to these perspectives through analysis and evaluation.

The course aims to provide students with an understanding of what is expected at VCE level and prepare them with beginning to analyse dance works using appropriate terminology. Students will also begin developing their dance technique and choreography which will assist them immensely in preparing for VCE.

Assessment Tasks:
- Practical Work/Group Composition
- Written Task
- Workbook

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
The focus of this unit is to:
- develop skills in performance, rehearsal and music equipment techniques
- develop music language skills in analysis, theory and aural perception.
- understand music in a cultural and historical context.

Unit outline:
● Great Songwriters – A listening and analysis trip through the last 100 years of great songs.
● Musicianship – You will be using chords and rhythms to create a song. How do you write them down for others?
● 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.
THE HUMANITIES

Learning Area Coordinator: Mr Stephen Davis

Pathways below are suggested options based on preferred Year 10 course taken this year. VCE Humanities do not have prerequisites.

<table>
<thead>
<tr>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
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<tbody>
<tr>
<td>● Humanities – Economics &amp; Business</td>
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<td>● Humanities – Geography</td>
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<tr>
<td>● Humanities – History</td>
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<td>● Legal Studies</td>
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<tr>
<td>● VCE Business Management</td>
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<td>● VCE Accounting</td>
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<tr>
<td>● VCE Economics</td>
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<tr>
<td>● VCE Geography</td>
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<td>● VCE History</td>
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<tr>
<td>● VCE Legal Studies</td>
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<tr>
<td>● VCE Australian &amp; Global Politics</td>
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</tbody>
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Recommended Pathways into VCE Humanities

- Year 10 Geography
  - VCE Geography
- Year 10 History
  - VCE Australian & Global Politics
  - VCE History
  - VCE Legal Studies
- Year 10 Economics
  - VCE Accounting
  - VCE Economics
  - VCE Business Management
  - VCE Legal Studies
THE HUMANITIES

HUMANITIES - ECONOMICS & BUSINESS
The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

In studying economics and business students will develop transferable skills that enable them to identify and investigate contemporary economic and business issues or events. They will apply economic and business reasoning and interpretation to solve problems and interpret issues and events. This will assist them to understand the behaviour of participants in the economy, business, society and the environment. Students will then be better placed, now and in their adult lives, to participate in economic and business activities actively and effectively. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, to secure their own financial well being, and to face the future with optimism and confidence.

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 Well Being, 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.

LEGAL STUDIES
This is an introductory course of Legal Studies.

Legal Studies provide students with an analytical evaluation of the processes of lawmaking governmental structures and the methods of dispute resolution. Students will develop knowledge and understanding of Australia’s representative democracy and the key institutions, processes, and roles people play in Australia’s political and legal systems. Emphasis is placed on Australia’s federal system of government, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities.
ENGLISH

Learning Area Coordinator (English – Senior): Mr Tristan Davis

YEARS 10 SEMESTER 1 – ENGLISH - COMPULSORY

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, comparative writing, and persuasive language analysis tasks. Texts studied include John Steinbeck’s Of Mice and Men, as well as media texts relating to contemporary news issues.

YEARS 10 SEMESTER 2 – ENGLISH OPTIONS - ONE COMPULSORY SELECTION

In Semester 2, students are able to select from three possible English courses:

- English: Identity and experience; or
- English: Justice and morality; or
- English: Society and control;

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

Each course is 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 creative writing task
- Persuasive oral presentation
- End of semester examination

None of the three semester two choice will have a direct bearing on your English options when you enter VCE. 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 that focus on real life individuals and events, 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 Mockingbird* 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 motivated English students.

Students read and respond to a range of complex and interesting 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. This course also examines the impact that rules, laws, and the type of government can have on individuals. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding.

LITERATURE - ELECTIVE CHOICE
In addition to undertaking English, year 10 students have the option to select the semester elective Literature. Literature builds upon many of the skills and tasks encountered in English, however, there is a greater focus on personal interpretation, creative writing, and deeper text analysis.

Literature is a great option for students who love to read a variety of texts and who enjoy analysing texts for deeper meaning, producing original and creative pieces of writing, and engage in thought-provoking discussions and debates relating to the more profound ideas found in modern and classic literature. The texts studied in this elective will be varied and may include novels, films, short stories, poetry, and plays.

Literature is also a great choice for students who are looking to strengthen their text comprehension and writing abilities. Year 10 Literature is not a prerequisite for Units 1/2 Literature, however, it would be a recommended option.
LANGUAGES

YEAR 10 OPTIONS – LANGUAGES

VET Certificate II in Applied Languages
French or Italian

Students have the opportunity to complete the VET Certificate II 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 Languages
2. Conduct routine workplace oral communication in a Languages
3. Read and write routine documents for social purposes in a Languages
4. Read and write routine workplace texts in a Languages

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 II 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
HEALTH & PHYSICAL EDUCATION

Learning Area Coordinator (Health & Physical Education): Mr Matthew Johnson

<table>
<thead>
<tr>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
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<tbody>
<tr>
<td>Fitness &amp; Training</td>
<td>VCE Physical Education Units 1 &amp; 2</td>
</tr>
<tr>
<td>High Performance</td>
<td>VCE Health &amp; Human Development Units 1 &amp; 2</td>
</tr>
<tr>
<td>Community Recreation (Aquatics)</td>
<td>VET Sport &amp; Recreation Units 1 &amp; 2</td>
</tr>
<tr>
<td>Promoting Health in Australia</td>
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<tr>
<td>Global Health &amp; Development</td>
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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: -
- Social, cultural and environmental enablers and barriers to movement
- The benefits of fitness to individuals and society
- Performance & Activity 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
- How to design a fitness and conditioning training program
- The current trends and issues in fitness.

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

HIGH PERFORMANCE
The focus of this course is exploring methods and strategies used by individuals and sporting teams to perform at their peak. Students will develop an understanding of the biomechanical and skill acquisition principles as well as ergogenic aids that aim to enhance sporting performance. 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: -
- The concept of physical activity, sport and exercise
- Biomechanical principles used to enhance sporting performance
- Strategies and methods used to develop skill efficiency and motor skill development
- Sociocultural factors that impact on skill development and the three stages of learning
- Introduction to chronic adaptations and how these physiological changes improve sporting performance
- Ergogenic aids - Methods and strategies used to improve performance
- How the use of legal and illegal ergogenic aids enhance performance and/or recovery. Eg. including protein supplementation, anabolic steroids and growth hormones.
GLOBAL HEALTH & DEVELOPMENT

Main Topics:
1. Influences on health in the community
2. Poverty – in Australia and around the world
3. Sustainable Development Goals for improving health of communities / countries
4. Global health issues around and how these can be addressed
5. Health promotion and organisations around the world. Issues surrounding health around the world and ways these are being addressed in different countries.

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

COMMUNITY RECREATION (Aquatics)

**Please note: In order to successfully partake in this subject, students need to be able to swim a minimum of 400m using a variety of strokes.**

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 Lifesaving 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.
THE SCIENCES

Learning Area Coordinator (Senior Science): Ms Ursula Linke

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<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options (VCE)</th>
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<tbody>
<tr>
<td>None</td>
<td>Physical Science</td>
<td>Unit 1/2 Agriculture &amp; Horticulture</td>
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<tr>
<td></td>
<td>Life Science</td>
<td>Unit 1/2 Biology</td>
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<td>Unit 1/2 Psychology</td>
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Recommended Pathways into VCE Sciences

PLEASE NOTE: 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 Agricultural & Horticultural Studies, Biology or Psychology.
It is highly recommended that students intending to study Unit 1 & 2 Chemistry or Physics in Year 11 select Physical Science as a study in Year 10.

THE SCIENCES

NOTE: Either or both of the following options can be selected.

PHYSICAL SCIENCE
This unit will cover physics and chemistry. 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. Students perform many hands on practical activities including electromagnets and applications, pressure and hydraulics, work and power and turning forces. This unit will include student research where students will be given the opportunity to further develop their knowledge in an interest area.

The chemistry unit 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. 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 complement the theory including the determination of molecular mass, mole, electron configuration and sub shells, alkanes, alkenes and alkynes. This unit will include student research where students will be given the opportunity to further develop their knowledge in an interest area.

LIFE SCIENCE
This unit will cover biology and psychology. 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 will examine patterns of inheritance through generations of a family. Students explore the theory of evolution; particularly how natural selection explains the diversity of living things. This unit examines the structure and functioning of cells, developing skills such as microscopy. This unit will also include student research where students will be given the opportunity to further develop their knowledge in an interest area.

In the Psychology unit students will have an introduction to psychology as a science. They will start to explore some interesting theory on thoughts, feelings, behaviour and perceptions of organisms. The unit will explore current research on the brain and neurobiology. This unit will also include student research where students will be given the opportunity to further develop their knowledge in an interest area.

YEAR 10 OPTION - THE SCIENCES

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.
YEARN 10 OPTIONS – TECHNOLOGY

FOOD STUDIES
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. Students will use modern foods and develop classic cooking techniques. 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 (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.
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.

DIGITAL TECHNOLOGIES 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.