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WELLINGTON  
SECONDARY COLLEGE

**Year 10  
Course Guide  
2013**

# Introduction to Year 10

In this Course Guide you will find outlines of core subjects and elective units provisionally offered in Year 10 for 2013. The subject selection process will allow students to make elective choices. This combination of core subjects and elective subjects is arranged so that students complete some subjects in all learning domains during Years 9 and 10.

## Selecting a Course

After receiving the Course Guide and Course Selection Sheet, students should discuss initial choices with parents. Career information and counselling advice is available through a team led by Ms Huffer, Director of Student Pathways. Students are encouraged to visit the careers room at lunchtimes and after school to use the resource materials.

## Year 10 Electives

In addition to completing core studies, students will select 3 semester-length elective subjects each semester, giving a total of 6 elective subject choices for the year.

The elective subjects will run for 500 minutes (10 periods) per fortnight.

They will align with selected VCE/VET subjects/studies. Please note, students are only permitted to select one VCE/VET subject per semester unless they are part of the Accelerated Program, or under special consideration.

The college recognises that the needs of some students will be different as they prepare for study in the Senior School. Every effort will be made to meet the needs of all students in their subject choices and career planning.

Course Counselling for Year 9 students entering Year 10 in 2013 will take place in August and September.

## 2012 Year 9 Accelerated Program

- Students in the Year 9 (2012) Accelerated Program will be counselled separately.

## 2013 Year 10 Accelerated Program

- Students may choose up to two VCE Unit 1 & 2 subjects which could include a LOTE studied outside the school
- Any variation (e.g. a desire to choose more than two VCE Unit 1 & 2 subjects) **must** be approved by the Assistant Principal (Student Programs) and the Careers Adviser.
- The selection of subjects for Year 10 should also include a **written plan** of the VCE subjects to be chosen for Years 11 and 12. It is important to remember that in each student's final year (2015) a **minimum of four VCE Units 3&4 subjects must be chosen for study here at school.**

## Year 10 Courses

Following Course Counselling students should discuss their selections with their parents/guardians before the scheduled day of the computer entry of their selections. The course selection sheet **MUST** also be handed in on this day.

## Note:

- This procedure is not a promise of promotion into the next year level. This will be decided at the end of the school year and is dependent on appropriate levels of progress.
- This initial selection made by students will indicate those subjects with sufficient student interest to be timetabled.
- Not all elective subjects listed in the course guide may be run in 2013. The timetabling of elective subjects will depend upon the initial level of student interest and the constraints of staffing and facilities. Some students may be asked to reselect elective subjects.
- The course selection sheets must be returned on the day when the students complete the entry of their selections on the computer. The course selection sheet **MUST have both signatures of the STUDENT and PARENT**
- For any further information please contact Mr Dwyer (Head of Middle School) or Ms Huffer (Director of Student Pathways).

## Essential Education Items:

Essential Education Items/materials are those items used in the teaching of a standard curriculum program that the Department of Education and Early Childhood Development have determined parents and guardians are responsible for, and may choose to either provide or pay the school to provide.

These items may include:

- materials that the student takes possession of, including textbooks and stationery
- materials for learning and teaching where the student consumes or takes possession of the finished articles (e.g. Food Technology, Ceramics and Sculpture, Photography)
- essential services associated with but not considered to be part of instruction in the standard curriculum program such as costs associated with camps and excursions

**Mr Brendan Dwyer**  
Head of Middle School

**Mr Tony Grayden**  
Assistant Principal

# Year 10 Curriculum

## Year 10 Core Studies

The compulsory studies below provide a broad general education for all students.

Code	Subject	Duration	Time per fortnight	Page
EN	English	2 semesters	500 minutes	4
CEAL	English as an Additional Language (as an alternative to English)	2 semesters	500minutes	5
MA	Mathematics	2 semesters	500 minutes	6
HCC	Humanities: Conflict and Change	2 semesters	250 minutes	7
PG	Personal Growth	2 semesters	250 minutes	7

## Year 10 Elective Studies

- Students will take **6 units** from the Elective blocks (3 each semester).
- Of these, every student must take one of the General Science elective combinations:
  - Physical Science and Chemical Science
  - Chemical Science and Biological Science
  - Physical Science and Biological Science
- Students must also select at least one Physical Education Elective Unit.

Electives in Year 10 will run for 450 minutes per fortnight and will be timetabled in such a way as to allow students to undertake advance placement VCE/VET Units 1 & 2 if the student has demonstrated a high level of achievement in that study area during their Year 9 studies.

The following VCE/VET subjects are currently available to suitable Year 10 students:

- Biology
- Economics
- History
- Legal Studies
- Maths Methods
- VET Certificate II Business Administration

For those Year 10 students who accept an invitation to enrol in a VCE study, it is possible they may share classes with Year 11 students.

**A number of electives involve costs. Parents should note that payment for these is required by Thursday 1<sup>st</sup> November, 2012. Electronic Levy Invoices will be distributed on the day the students complete the computer entry of their selections.**

## Year 10 Elective Units

Code	Subject	Page
<b>Arts Electives</b>		
ADP	Drama - Performance Making	8
AMP	Music Performance	8
AMV	Video Production	8
APH	Photography	9
AAD	Art and Design	9
AVA	Visual Communication and Design	10
ACA	Ceramics and Sculpture	10
<b>English Electives</b>		
EAL1/EAL2	English as an Additional Language(Semester 1 & 2)	11
ELI	English Literature	11
<b>Health and Physical Education Electives</b>		
PSA	Keep That Body Moving	12
PGS	Girls Soccer	12
PBS	Boys Soccer	12
PSW	Body Works	13
PGP	General Physical Education	13
PBB	Basketball	13
<b>Humanities Electives</b>		
HBA	Dollars and Sense- Basic Accounting	14
HBE	Business Economics	14
HBL	Business Studies- Legal Eagles	14
HPH	Introduction to Philosophy	15
HI1 & HI2	VCE History Units 1 & 2 (Semester 1 & 2)	20
C2B1 & C2B2	VCE/VET Certificate II Business Administration (Semester 1 and 2)	21
LS1 & LS2	VCE Legal Studies Units 1 & 2 (Semester 1 & 2)	20
EC1 & EC2	VCE Economics Units 1 & 2 (Semester 1 & 2)	21
<b>Languages Other Than English Electives</b>		
LFC & LFD	Year 10 French (both semesters)	15
<b>Science Electives</b>		
SBC	General Science – Biological & Chemical	16
SBP	General Science – Biological & Physical	16
SPC	General Science – Physical & Chemical	16
SCM	Science - Physical Science Robotics	17
SCP	Science - Psychology	17
BI1 and BI2	VCE Biology Units 1 and 2 (Semester 1 and 2)	21
<b>Technology Electives</b>		
TCP	Information Technology - Computer Programming	18
TR2	Design Technology	18
TDF	Food Technology – Designing with Food	19
<b>VCE / VET Units : Units that will be offered to recommended students</b>		<b>21- 23</b>

# CORE SUBJECTS

ENGLISH

CODE: EN

**Duration:** Two Semester units

## 1. Goals: To develop:

- The ability to read and to comprehend the English language.
- The ability to speak and to write fluently and coherently.
- The appreciation of literature: prose, poetry and drama.
- Sequential and logical thinking.
- An awareness of self and of dynamic relationships between self and others in society - involving reflection upon ideas and issues.
- An awareness and appreciation of communication systems - such as print media, film and television media, and computers.
- Lessons will include personal learning, interpersonal learning, thinking skills, communication skills and ICT.

## 2. Subject Content:

- Reading: a novel (To Kill a Mockingbird), a film, a play (Romeo and Juliet) and selected poetry. Responses to these texts will be written and oral.
- Writing: short and extended pieces in a variety of genres including, but not limited to, expository, narrative, personal and persuasive.
- Listening and speaking: formal and informal oral work completed individually and in small groups. This includes performances of excerpts from Romeo and Juliet.

## 3. Teaching Approaches:

Class lessons, group and individual tasks will include emphasis on the processes of literary appreciation and writing competence. There will be occasion for participation as audience members at theatrical performances, films and public speaking activities.

## 4. Assessment Methods:

- Ongoing assessment of achievement and improvement
- Specific testing of skills and knowledge as required.
- Participation and co-operation in group activities and class discussions
- Graded assessment of specific tasks
- Common testing

**Contact Person: Ms M. Marollas**

# CORE SUBJECTS

## ENGLISH AS AN ADDITIONAL LANGUAGE (CORE)

CODE: CEAL

**Duration:** Two Semester units (NB: This course is designed to be taken in place of English)

Places in Core English as an Additional Language classes, will be given to those students who qualify for EAL status (funded EAL students) at VCE level. Other non-funded students will be considered on a case-to-case basis.

### 1. Goals:

The Year 10 English as an Additional Language Core Course aims to:

- enable students from a non-English speaking background to develop their ability to read, hear, understand,
- speak and write the English language so they can use it effectively and confidently in a wide range of situations
- adequately prepare students for the demands of VCE
- develop an understanding of Australian culture
- enhance social skills, self-esteem and pride in their cultural heritage
- develop learning-how-to-learn skills

### 2. Subject Content:

	<b>Semester 1</b>	<b>Semester 2</b>
Reading	A play, selected short stories, media texts and wider reading	Selected short stories, media texts and wider reading
Writing	Personal/imaginative writing, literature essay and Letter to the Editor	Instructional writing, literature essay and persuasive writing
Speaking	Two formal oral presentations, class work and group discussions	One formal oral presentation, class work and group discussions
Film		In depth analysis of a film and segments of current affairs programs

### 3. Teaching Approaches:

- Teacher directed
- Co-operative group work
- Individual tasks

### 4. Assessment Methods

- Ongoing assessment of achievement and improvement
- Specific testing of knowledge and skills as required
- Graded assessment of specific tasks
- Common test

**Contact Person: Ms R. Elder**

# CORE SUBJECTS

## MATHEMATICS

CODE: MA

**Duration:** Two Semester Units

**1. Goals:** The Year 10 Mathematics course aims to:

- prepare students for the requirements of Mathematics subjects in subsequent years.
- develop a knowledge, understanding and appreciation of the themes and concepts in mathematics
- provide the opportunity to attain mastery of associated skills.
- allow for practise in application of learned skills in problem solving.
- develop skills for analysis in other fields.

**2. Subject Content:**

Semester 1	Semester 2
Surds	Statistics
Exponential notation	Trigonometry
Geometry	Quadratic Functions and Graphs
Measurement	Probability
Linear Relationships	Variation
	Algebraic Expansion and Factorisation

**3. Teaching Approaches:**

- Teacher directed instruction
- Skills Builder worksheets
- Co-operative group work
- Projects, assignments, problem solving
- Use of computers

**4. Assessment Methods:**

- Topic tests / Diagnostic tests
- Worksheets, homework
- Assignments
- End of semester common examination

### RECOVERY MATHEMATICS:

Some students in Year 10 will be undertaking a modified course in Mathematics. This course places more emphasis on basic Mathematical concepts and practical skills. Students in this course will not study Mathematics in VCE.

### VCE MATHEMATICAL METHODS:

Students in the accelerated Mathematics program will be offered the opportunity to undertake VCE Maths Methods Units 1 and 2 in Year 10.

**Contact Persons: Mrs H. Boschert**

# CORE SUBJECTS

## HUMANITIES: CONFLICT & CHANGE

CODE: HCC

**Duration:** Two Semesters

This is a Humanities based subject incorporating units in History, Geography and Economics. Examples of possible units include:

- Global Migration Patterns
- Change in the Twentieth Century
- Australia and the Pacific - World War II
- Genocide - The Holocaust
- Global Warming

### Goals:

Students should:

- Develop an understanding of key events in the recent history of Australia and the world.
- Develop an understanding of the interrelationship between humans and their physical environments.
- Develop an ability to arrive at informed decisions through co-operative discussion and consideration of evidence.
- Develop research and problem-solving skills.

**Contact Person: Mr M. Stephens**

## PERSONAL GROWTH

CODE: PG

**Duration:** Personal Growth runs for 250 minutes per fortnight throughout the year. It is designed to assist students make their way in this ever more complex world. The subject focuses on two major areas; health and well-being followed by pathway/career planning.

### Health component

#### Subject Content:

- Increasing students' understanding of mental illness, reducing the stigma associated and increasing help-seeking behaviour
- Mental health
- Lifestyle illnesses
- Sexuality: diversity, STIs
- Drug Education

### Pathways component

#### 1. Goals:

- To provide knowledge and understanding of the world of work.
- To enable students to understand the processes involved in planning and training for their future in the workforce.
- To help students make informed decisions regarding career choices.
- To enable students to cope with changes in the workforce.

#### 2. Subject Content:

- Personal Awareness: strengths & abilities, life values/goal setting.
- Career Awareness: Job Test and use of Job Guide to explore careers related to interests and abilities.
- What is Work?: Changing nature of work, why people work and attitudes to work.
- Job Seeking Skills: Job applications, resumes, telephone technique and interview technique.
- At Work: rights and responsibilities, occupational health and safety.
- Planning a Senior School Course: Structure of VCE and VCAL, tertiary options etc.
- Work Experience: Practical application of material studied in the course

**Contact Persons: Ms M. Newey/Ms L. Cheung**



# ELECTIVE SUBJECTS

## ARTS ELECTIVES

### DRAMA: PERFORMANCE MAKING

CODE: ADP

#### Brief Description:

In the first half of the unit, students study Non-Naturalistic styles of drama. In the second half students explore how to develop a character. Students then use this knowledge to script, rehearse and perform an ensemble piece.

#### Assessment Methods:

- Assignments
- Workbook/Journal
- Performance

**Cost to student:** Excursion cost

**Contact Person:** Mr A. Alexander

### MUSIC: MUSIC PERFORMANCE

CODE: AMP

#### Brief Description:

Students study, compose, arrange and perform a range of music styles. This course includes aural awareness and analysis of style as a lead-in to VCE Music.

Students must learn an instrument or learn singing in this course.

#### Assessment Methods:

- Two performances –group and solo
- Composition/Arrangement in set style
- Aural and Notation tests
- Research into styles of music and analysis

**Cost to student:** Nil

**Contact Person:** Mrs J. Tunnicliffe

### ARTS MEDIA: VIDEO PRODUCTION

CODE: AMV

#### Brief Description:

Students undertake studies in media communication and video production. Basic elements of techniques and craft are covered, from scripting to post-production. Topics include media habits, studies in advertising, media audiences, history of TV and media codes and conventions. Students learn to manipulate ideas into a format for communication utilising skills and processes in digital video production. Practical activities include video camera, lighting and sound workshops and exercises in video editing. A media product in the form of a video advertisement is produced. Students are encouraged to be critical of, and selective in, what they watch. They develop communication skills using different media according to their capabilities and interests.

#### Assessment Methods:

- Written - assignments, research, scripting
- Practical activities and production skills

**Cost to student:** \$15.00 (specialist video equipment and software)

**Contact Person:** Mr M. Shadur/Mrs F. Prescott

**Brief Description:**

Students learn processes and procedures in black and white photography, from 35mm camera handling through to enlargement of images. Students become competent in a range of techniques and skills including reversals, montage and solarisations and they explore digital imaging within the art form to enhance imagery. Students study the photographer as artist and explore photojournalism with a focus on developing analysis and interpretive skills. Students must have a 35mm camera to undertake this unit.

A range of scaffolded tasks introduce the necessary skills required to commence and successfully complete student work briefs. Learning and teaching strategies are centred on the development of visual literacy. Students learn to create and read visual artworks. The formal analysis of visual artworks from specific historical and cultural contexts follows elements of Bloom's taxonomy and is supported by a range of thinking and writing tools including continuum lines, Y charts, Venn diagrams and an analysis notes table.

**Assessment Methods:**

- Folio of photographic artworks
- Workbook
- Photographic/Art appreciation

**Cost to student:** \$40.00 for photographic paper and film **(plus own 35mm camera needed)**

**Contact Person: Mrs F. Szabo**

**Brief Description:**

Students focus on skill development and manipulation of materials through a range of techniques. They explore and extend skills in drawing, painting, printmaking, 3D work, graphical work and digital imaging. Students work with work briefs, both student and teacher directed to meet communication needs. They begin developing and exploring their own individual style and explore a range of approaches to ideas and issues. The study and application of design elements and principles will be applied in exploratory works and folio pieces. Students analyse and interpret artworks and use appropriate art terminology.

A range of scaffolded tasks introduce the necessary skills required to commence and successfully complete student work briefs. Learning and teaching strategies are centred on the development of visual literacy. Students learn to create and read visual artworks. The formal analysis of visual artworks from specific historical and cultural contexts follows elements of Bloom's taxonomy and is supported by a range of thinking and writing tools including continuum lines, Y charts, Venn diagrams and an analysis notes table.

**Assessment Methods:**

- Folio including sketchbook
- Workbook
- Art appreciation

**Cost to student:** \$15.00 (materials)

**Contact Person: Mr A. Bare**

**Brief Description:**

Students further develop and refine skills and knowledge in freehand and instrumental drawing and explore and develop skills in using a range of media. There is a strong emphasis on problem solving as students work cooperatively in design teams using the design process as in a professional seeing/environment. Students work from design briefs to explore a range of concepts and develop solutions to meet communication needs. Students will develop skills and techniques in freehand drawing, instrumental drawing, 3D models, architectural designs and electronic media. Students will be able to analyse and evaluate the purpose and content of various visual communications using appropriate terminology.

A range of scaffolded tasks introduce the necessary skills required to commence and successfully complete student work briefs. Learning and teaching strategies are centred on the development of visual literacy. Students learn to create and read convention-based and “everyday” visual messages through visual audits. The formal analysis of visual communications from specific historical and cultural contexts follows elements of Bloom’s taxonomy and is supported by a range of thinking and writing tools including continuum lines, Y charts, Venn diagrams and an analysis notes table.

**Assessment Methods:**

- Folio - creative and conventional visual communications and the design process
- Workbook and sketchbook
- Art appreciation

**Cost to student:** \$15.00 (materials)

**Contact Persons:** Mr A. Bare /Ms C. Ferrarin

**Brief Description:**

Students learn to sculpt using a variety of materials and develop technical competence in manipulating 3D forms. Students develop more advanced ceramic and sculptural art works and begin to develop an individual style. Students use techniques and processes such as hand building, wheel throwing, sculpting, moulding and mixed media and will explore decorative techniques: glazes, firings, oxides. Students develop and refine 3D skills & techniques. They examine ceramic and sculptural forms with a focus on past and present contexts.

A range of scaffolded tasks introduce the necessary skills required to commence and successfully complete student work briefs. Learning and teaching strategies are centred on the development of visual literacy. Students learn to create and read visual artworks. The formal analysis of visual artworks from specific historical and cultural contexts follows elements of Bloom’s taxonomy and is supported by a range of thinking and writing tools including continuum lines, Y charts, Venn diagrams and an analysis notes table.

**Assessment Methods:**

- Folio of 3D artworks
- Workbook and sketchbook
- Appreciation

**Cost to student:** \$15.00 (materials)

**Contact Person:** Mr A. Bare

# ENGLISH ELECTIVES

## ENGLISH AS AN ADDITIONAL LANGUAGE

CODE: EAL1/EAL2

**Duration:** 2 Semester units

### **Brief Description:**

This subject is offered to students from a non-English speaking background who require assistance with the language requirements of their mainstream classes. It seeks to promote confidence and proficiency in all areas of English: reading, writing, speaking and listening.

### **Assessment Methods:**

- Diagnostic tests
- Descriptive assessment
- Non - graded

**Contact Person:** Ms. R. Elder

## YR 10 LITERATURE

CODE: ELI

### **Brief Description:**

This course will provide students with strong background knowledge in understanding the methods of text analysis. This will be valuable when they undertake the study of VCE English and/or Literature. Through reading, writing, listening to and talking about literature, students extend their understanding of the world and of themselves, and they see how cultural beliefs and values are formed. The material studied in this course will provide a stepping stone towards the more complex terminology, concepts and themes studied during VCE. Students will further their ability to comment on issues through symbolism, metaphor and other literary techniques.

Students study a range of texts discussing themes related to society, government, identity, freedom, gender and power. Texts studied range from printed texts such as Shakespeare's Othello and Ken Kesey's One Flew Over the Cuckoo's Nest to visual media such as The Simpsons and Charlie Chaplin.

### **Assessment Methods:**

- Class discussions
- Analytical Essay
- Testing

**Contact Person:** Mr A. Zahra

# HEALTH/PHYSICAL EDUCATION ELECTIVES

**Note: Students must choose at least one elective unit but no more than three elective units from this Domain.**

## SPORT EDUCATION: KEEP THAT BODY MOVING

**CODE: PSA**

### **Brief Description:**

In today's society the ability for young people to reach a balanced lifestyle can be difficult. This course sets about demonstrating how the body can be kept in good working order to help reach a balanced lifestyle. The unit focuses on students participating in aerobics, pilates, spinning, gym circuit and aquatics.

### **Assessment Methods:**

- Physical participation
- Theory work (physiological adaptations to exercise)
- Assignment

**Cost to student:** \$60.00 (for the hire and use of facilities outside the college)

**Contact Persons:** Ms M. Newey/Ms L. Cheung

## GIRLS SOCCER

**CODE: PGS**

**Aim:** To provide girls with the opportunity to improve their soccer skills through active participation.

### **Brief Description:**

Students will be required to plan and teach large and small group activities. They will also be required to conduct soccer skills and general fitness sessions to the group.

### **Assessment:**

- Production of a skills booklet
- Skills test
- Games analysis

**Cost to student:** \$25.00 (personal soccer equipment)

**Contact Persons:** Ms M. Newey/Ms L. Cheung

## BOYS SOCCER

**CODE: PBS**

### **Brief Description:**

This soccer elective covers game strategy, skills development, refereeing, coaching and specialised training for the game. Students are required to arrange a training session for the class.

### **Assessment Methods:**

- Practical work.
- Book Work - a training manual produced by the entire class

**Cost to student:** \$25.00 (personal soccer equipment)

**Contact Person:** Ms M. Newey/Ms L. Cheung

**Brief Description:**

In this unit students will achieve a basic knowledge of the principles of training – knowledge of safe training methods – an understanding of the effects of training and an ability to improve overall performance through a variety of fitness training methods.

**Assessment Methods:**

- Attendance and Participation
- Research Assignment
- Test

**Cost to student:** \$10.00 (service of specialist equipment)

**Contact Persons:** Ms M. Newey/Ms L. Cheung

**YEAR 10 GENERAL PHYSICAL EDUCATION****CODE: :****Brief Description:**

This unit will give students an opportunity to advance their knowledge and skills in a variety of sports they have previously been exposed to along with new sports and activities. The unit will cover skill development and application, fitness level assessment and improvement and coaching skills and strategies.

**Assessment Methods:**

- Active participation
- Skills / Fitness tests
- Assignments
- Coaching practical

**Cost to student:** Nil

**Contact Persons:** Ms M. Newey/Ms L. Cheung

**BASKETBALL****CODE: PBB****Aim:**

This unit is aimed to develop student's knowledge and skills involved with Basketball. It will provide students with the opportunity to extend their existing abilities and concepts of the game to become a more competent and advanced player.

**Brief Description:**

This unit will have an emphasis placed upon physical skills involved with the game of Basketball along with the physical requirements of the game. This unit will also address offensive and defensive strategies, understanding of rules, refereeing, coaching, and improving personal fitness levels.

**Assessment:**

- Active Participation
- Skills / Fitness Tests
- Assignment (Theory based)
- Development of Team Strategies and Peer Assessment

**Cost to student:** Nil

**Contact Persons:** Ms M. Newey/Ms L. Cheung

# HUMANITIES ELECTIVES

## DOLLARS AND SENSE: BASIC ACCOUNTING

CODE: HBA

### Brief Description:

This unit provides an introduction to the work undertaken by accountants. Students are introduced to the practical techniques of maintaining control of personal finances and small business finances using both a manual and computerised accounting system. Topics include record keeping for small business, personal taxation, sharemarket investment, budgeting and personal finance.

### Assessment Methods:

- Students will be assessed according to the VELS Communication and Thinking standards.
- Written Work: completion of class work and other set tasks in an organised manner and submitted by the due date.
- Tests: completion of class topic tests.
- Assignments: application and extension of the concepts studied.

Contact Person: Miss A. Nehez

## BUSINESS ECONOMICS

CODE: HBE

### Brief Description:

This unit provides students with an introduction to the workings of the Australian economy. Students will investigate practical and relevant examples that illustrate how markets operate and how government policies affect the economy.

Topics include:

- Managing the economy
- How markets operate
- The economics of Real Estate

### Assessment Methods:

- Students will be assessed according to the VELS Economics standards.
- Written Work: completion of class work and other set tasks in an organized manner and submitted by the due date.
- Tests: completion of class topic tests.
- Assignments: application and extension of the concepts studied.

Contact Person: Miss A. Nehez

## BUSINESS STUDIES: LEGAL EAGLES

CODE: HBL

### Brief Description:

This unit provides an introduction to the Australian Legal System, by demonstrating the need for laws and how and why these laws are made, together with the role of the Courts, the Police, and sentencing. Specific areas of the law will be introduced, such as Rights and Responsibilities, Motoring, Juvenile Crime and Family Law.

### Assessment Methods:

- Written work: Completion of class work and other set tasks
- Assignments: Completion of case studies and applied tasks
- Application: Application and extension of concepts studied

Contact Person: Miss A. Nehez

**Philosophy Through Fiction****Aims:**

To provide students with a background to the study of philosophy; to allow students the opportunity to learn about and participate in key philosophical debates; to further students' research and presentation and thinking skills.

**Brief Description:**

What is philosophy? Philosophy is the study of ideas. It examines the way we think about the world and questions people's views on society, identity, reality and right versus wrong. Students will study the philosophical theories which are presented in films, short stories, graphic novels and television as well as forming and presenting their own ideas. Philosophy Through Fiction will address such questions as: How do we know we exist? What is the meaning of life? Is time travel possible? Why aren't all people nice to each other? Are people born evil or do they become evil because bad things happen to them? Some people believe in one god, other people follow another- just how many are there? Should we believe in All?, None? or Some?

Above all, Philosophy Through Fiction is a course for students who are able to think for themselves and who enjoy discussing the world in which they live.

**Assessment Methods** will include:

- Class discussions
- Essay
- Oral presentation
- Journal

**Cost to Student:** Nil.

**Contact Person:** Miss. E Catchpole

## LOTE ELECTIVES

**Brief Description:**

The course is for 2 Semesters and builds on existing skills.

Activities will be a balance of listening, speaking, reading and writing. A film excursion and a visit to a restaurant may be organised. Students will have access to computers for research about the country, its people and their customs.

Topics covered include shopping for clothing and food, sports, competitions and holidays.

**Assessment Methods:**

- Role-plays
- Written work in various styles
- Reading and Listening comprehension tests
- Vocabulary, verb and grammar tests, where appropriate.

**Contact Person:** Ms G. D'Amore



# SCIENCE ELECTIVES

## GENERAL SCIENCE

GS

Requirement: All students must complete one Semester of General Science.

They must choose **one** of the following combinations:

- Biological and Chemical Science                      CODE: SBC
- Biological and Physical Science                        CODE: SBP
- Physical and Chemical Science                         CODE: SPC

## UNIT DESCRIPTIONS

### Biological Science

#### The Survival of the Fittest: How can you win the struggle?

During this unit students will examine how genes and DNA affect who we are and how well we can survive in our environment.

Students will explore the following essential questions:

- How can a chemical determine what we look like?
- How will I know what my children will look like?
- How do we make new cells?
- How could biotechnology change my future?

Students will also investigate the Theory of Evolution and how organisms change over time to produce the variation we see amongst living things. This unit will give students a sound introduction to concepts that are studied further in VCE Biology.

Students' achievements will be assessed through their completion of the Common Assessment Tasks.

### Chemical Science

#### When Atoms Collide: The Journey through Chemical Science

During this unit students will examine what matter is and how it helps them to make more sense of the world around them.

They will understand how materials are used in the 21<sup>st</sup> Century and explore the following essential questions:

- How can we produce the chemicals we use in our everyday life?
- How can I predict the way materials will behave?
- How can I ensure that there will be enough resources for my future?
- Why is it so important to understand the dangers of the chemicals we use?

Students will also develop an understanding of how scientific theories and models are based on evidence. Through their investigations, students will form a scientific hypothesis which will then be tested. This will enable them to form an informed conclusion about the validity of the evidence.

Students' achievements will be assessed through their completion of the Common Assessment Tasks.

### Physical Science

#### What does it take to get you moving?

During this unit students will define and explain Motion using scientific terminology. They will be introduced to Newton's Laws to explain and predict changes in the motion of objects. They will explain how energy is stored, conserved and transformed in the motion of objects. Students will engage with the following essential questions:

- How is speed and velocity measured?
- What must be overcome to start moving?
- How can you change acceleration?
- How fast do objects fall?
- What happens to energy after I use it?

Students will also design and conduct scientific investigations. They will learn to use correct units of measurement when recording and reporting quantities, use symbols and diagrams to illustrate procedures and data analysis to support conclusions drawn and presented.

Students' achievements will be assessed through their completion of the Common Assessment Tasks.

**Contact Person: Ms K. May**

**Brief Description:**

- This elective provides opportunities for students to develop skills in experimental processes, apply scientific knowledge and understanding to the development of a robot and identify the science at work.
- Develop thinking strategies to design, create and reflect on the construction of robots.
- Investigate electrochemistry through the behaviour of elements, atomic structures, ions, compounds and it's application to batteries as a power source and circuits.
- Develop interpersonal relationships while working in teams as cooperative and collaborative learners.

**Teaching Approaches:**

- Experimental work
- Cooperative group work
- Projects (research and investigations)

**Assessment Methods:**

- Completion and writing up of practical experiments
- Topic Tests
- Construction and report of a Simple Machine
- Team Robot report
- Cooperative Teamwork throughout Robot task

**Contact Person: Ms K. May**

**Brief Description:**

This elective focuses on the nature of Psychology and all of the specialist areas. It equips students with the necessary skills for their studies in all science subjects. The course is structured in four modules: What is Psychology?, Sport Psychology, Clinical Psychology and Forensic Psychology.

It includes topics such as ethics, personality, the criminal mind, counselling and dealing with the pressure of playing professional sport.

**Assessment Methods:**

- Oral presentations
- Ethics assignment
- Criminal Profile
- Film Study
- Clinical research assignment
- Workbook

**Contact Person: Ms K. May**

# TECHNOLOGY ELECTIVES

## INFORMATION TECHNOLOGY: COMPUTER PROGRAMMING

CODE: TCP

### Brief Description:

Students study the nature and potential effects of some emerging technology on individuals and use appropriate software, techniques and processes to showcase their work. They also use a number of programming languages to solve problems and design simple games. They use appropriate design tools, techniques and processes to solve, document, annotate and evaluate their programs.

During the course of their studies students are expected to demonstrate appropriate file handling and storage techniques and the ability to negotiate, plan, time manage and do progress reports on an individual project.

### Assessment Methods:

- Folio of Visual Basic programming tasks
- Web Project.
- Research Project.

Contact Person: Mr P. Brown

## DESIGN TECHNOLOGY:

CODE: TR2

### Goals:

- To re-design a coffee table.
- To enable students to develop skills in investigating, designing, producing and evaluation.
- To gain an appreciation of Australian standards which relate to product design.
- To develop the students awareness of product development and to introduce them to the expectations of VCE.

### Subject Content:

- Safety in the workshop.
- To redesign and construct a range of products using advanced techniques, tools and equipment.
- Tools, equipment and machines, names, selection, correct methods of use, fault finding and basic maintenance
- Investigation into the origins, types, characteristics of materials including newly developed products.
- Test materials for suitability and use in line with quality control.
- Constructional Techniques and associated skills.
- Assembly and finishing methods.
- Evaluate finished products and process.
- Technical drawing.
- Producing creative design options.
- ICT – Use of Sketchup in design process.

### Assessment Tasks/ Work requirements:

- Investigation Assignment
- Design folio containing a design brief, initial sketches, design options and final options.
- Production and evaluation reports.

**Note:** Students will be required to meet the cost of materials for projects. A charge of \$35 will be made to cover the cost of materials used in this unit. Students are required to supply an apron, safety glasses and a dust mask.

Contact Person: Mr L. Newsome

**Goals:**

- To enable students to develop skills in investigating, designing, producing and evaluating using a variety of foods, cookery methods and equipment.
- To reinforce student awareness of OH&S issues relating to food and the preparation and the service of food..
- To gain theoretical and practical knowledge of various properties of food and nutrients.
- To develop students' skills in food preparation.

**Subject Content:**

- Students will concentrate on methods of cookery and food presentation.
- Students gain knowledge of planning, preparing and serving a meal.
- Students will investigate technological advances in equipment and ingredients.
- Students will prepare a wide range of foods served in the home and in commercial settings.
- Students will use the Design Process to have input into the food they prepare.

**Assessment Tasks:**

- Practical tasks and Production evaluation reports
- Two design activities

**Cost to student:** A charge of \$65 will be made to cover food materials in this unit. The food is consumed by the student or taken home to the family. Containers will be provided.

**Contact Person: Mrs S. Halloran**

**Unit 1: Twentieth Century History 1900 – 1945**

The first half of the twentieth century was marked by significant change. New movements and organisations emerged in response to economic, social and political crises and conflicts. The unit will look specifically at the development of Communism in Russia and Nazism in Germany.

This unit is a useful introduction to Revolutions History, although it is not a prerequisite.

**Unit 2: People and Power**

This unit explores how challenge and change occurred during the Civil Rights movement in the USA. How were segregation laws challenged in key southern states in the USA during the 1950s and 1960s? What was the role of key individuals such as Martin Luther King and Malcolm X?

**Contact Person: Mr M. Stephens**

Requirement: Students who have performed well in Year 9 Science by gaining grades of “B” or above will be offered the opportunity to do Advance Placement Biology in Year 11 for 2013.

**Unit 1: Unity and Diversity**

In this unit students study the activities of cells and their structure and function at light and electron microscope levels. The composition of cells and cell replication is linked to type, cell growth and size division.

The transport processes across plasma membranes is investigated. Common requirements of living things including energy, nutrients and exchanging gases are studied. Students are encouraged to conduct practical investigations including their own design to assist them to develop knowledge and understanding and to illustrate concepts.

**Unit 2: Organisms and their Environment**

In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses are also investigated. Behavioural and reproductive adaptations are used to study individual and group behaviour of animals. Components, relationships and energy flows within ecosystems are studied. Techniques used to monitor environmental change and maintain ecosystems are investigated. Students are required to conduct fieldwork.

**Contact Persons: Mr G. Hall / Mrs I. McKinlay**

**Unit 1: Criminal Law and Justice**

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

**Unit 2: Civil Law and the Law in Focus**

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues.

**Contact Person: Miss A. Nehez**

## VCE MATHEMATICAL METHODS CAS

CODE: MM1 & MM2

The areas of study for each unit are functions and graphs, rates of change and calculus, algebra and probability. They are designed together as a preparation for Mathematical Methods Units 3 and 4. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

The appropriate use of CAS technology to support and develop the teaching and learning of Mathematics, and in related assessments, will be incorporated throughout the unit. Other technologies such as spreadsheets, dynamic geometry or statistical analysis software may also be used, as appropriate, for various topics from within the areas of study for the course.

**Contact Person: Mrs H. Boschert**

## VCE/VET: CERTIFICATE II IN BUSINESS ADMINISTRATION

CODE: C2B1 & C2B2

### **Brief Description:**

Using both a theoretical and practical approach, students are taught how to apply the skills required to work in an office. Includes a one week structured work placement in an office environment.

These units are VCE/VET subjects.

### **Assessment Methods:**

- Module books
- Practical tasks/observation
- Theory tests

**Contact Person: Miss A. Nehez**

## VCE ECONOMICS

CODE: EC1 & EC2

Economics is the study of how individuals and societies use scarce resources to satisfy needs and wants. It is central to understanding why individuals and societies behave as they do.

Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, an understanding of basic economic principles and concepts is required. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

### **Unit 1: Economics: Choices and Consequences**

On completion of this unit the student should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, apply economic problems, describe the nature of economic growth and sustainable development and one other contemporary issue, explain how these issues are affected by the actions of economic decision-makers and evaluate the impact of the issue on living standards.

### **Unit 2: Economic Change: Issues and Changes**

On completion of this unit the student should be able to describe the factors that influence Australia's population and labour markets, analyse how changes in these areas may impact upon living standards, describe the nature of two contemporary global issues, explain how each issue is affected by the actions of economic decision-makers and evaluate the impact on the issue of living standards.

**Contact Person: Miss A. Nehez**