Year 10 2017
Subject Handbook

Hannah Daniel
Table of Contents

Year 10 Curriculum and Pathway Planning .............................................. 2
  Important Dates in 2016 ................................................................. 3
  Further Information and Assistance ................................................... 3
  Overview of Subject Offerings in Year 10 ........................................ 4
  VCE or Enhanced Studies ............................................................... 4
  Core Subjects ................................................................................... 4
  Elective Subjects ............................................................................. 5
  Subject Changes ............................................................................... 5
  Undertaking Accelerated Studies in Years 10 .................................... 5
  Table of Subject Offerings Year 10 2017 ......................................... 7
  Careers Department ......................................................................... 8

Design, Arts and Technology .................................................................. 9
  Art Now .......................................................................................... 9
  VCE Computing Unit 1 (Accelerated Study) ....................................... 9
  Creative Graphics ........................................................................... 10
  Digital Media ................................................................................ 11
  Fashion Edge .................................................................................. 11
  Food and Health Studies .................................................................. 12
  Food Production and Design (VET Taster) ........................................ 13

English ................................................................................................ 14
  English ......................................................................................... 14
  Literature ..................................................................................... 15

Health & Physical Education ................................................................ 16
  Health & Physical Education .......................................................... 16
  VCE Physical Education Unit 1 (Accelerated Study) ......................... 17
  Mind, Body and Soul ..................................................................... 18
  VCE VET Health: Certificate III in Allied Health Assistance (Accelerated Study) ......................................................... 19

Humanities .......................................................................................... 20
  Civics ............................................................................................ 20
  Citizenship and Enterprise .............................................................. 20
  Commerce .................................................................................... 21
  History: World War II .................................................................... 21
  VCE History Unit 2: Twentieth Century History 1945-2000 (Accelerated Study) ................................................................. 22

Interdisciplinary Learning .................................................................. 23
  Inquiry .......................................................................................... 23

Languages .......................................................................................... 24
  French ........................................................................................... 24
  Italian ............................................................................................ 24
  Japanese ....................................................................................... 25

Mathematics ........................................................................................ 26
  Possible Pathways for Mathematics .............................................. 27
  Mathematics ................................................................................ 28
  Mathematics A ............................................................................. 29
  VCE Foundation Mathematics Units 1 and 2 .................................. 29
  VCE Mathematical Methods Unit 1 (Accelerated Study) ................. 30
  VCE General Mathematics Unit 2 (Accelerated Study) ................. 30

Performing Arts .................................................................................. 32
  Designing Drama .......................................................................... 32
  Live Production: The Crew (VET Taster) .......................................... 32
  Music Group Performance and Composition .................................. 33
  Music Solo Performance and Styles .............................................. 33

Religious Education ........................................................................... 34
  Religious Education ...................................................................... 34

Science ................................................................................................ 35
  The Big Ideas of Science ............................................................... 35
  Foundation Science ....................................................................... 35
  Enhanced Biology (Accelerated Study) ........................................... 36

Summary of VCE Units to be offered at OLMC in 2017 ...................... 37

Personal Subject Selection Planner ..................................................... 38
Year 10 Curriculum and Pathway Planning

The Year 10 2017 Subject Handbook is an important part of the course planning and subject selection process. It is designed to inform students and parents about the requirements of studying Year 10 at OLMC and to provide an overview of the compulsory and elective subjects that are available.

The subject selection process also includes student and parent information sessions, course guidance and formal interviews. As each individual student must ultimately feel confident with their choices, it is advisable that:

- students and parents read through the Handbook carefully and make note of the key dates;
- students select subjects with an understanding of their learning strengths and likes;
- students choose subjects that suit their interests and develop their talents, skills and strengths; and
- students pick subjects that enable them to pursue their goals or aspirations, particularly in relation to their VCE or possible future study and career choices.

There are many pathway options available at OLMC as we offer a rich and diverse program for students to develop their interests and skills. There are opportunities to accelerate VCE or undertake an enhanced study or VET certificate. To help students make considered decisions about their personal learning program, they are encouraged to access the range of information, resources and support available to them.

Students should start by discussing their plans with:

- parents/guardians
- Pastoral Leader
- Year Level Coordinator
- Careers Counsellor
- subject teachers
- other students

They should also attend, ask questions and actively seek information from people who can advise and guide them at the various information and feedback sessions throughout Term 3, including the Subject Selection assemblies held during school hours in August.

It is important to choose a program that suits the individual student as subject choices may not be able to be changed in 2017.

OLMC provides many people who can offer valuable perspectives and resources to assist students and parents in making informed decisions and choosing the right pathway options.

Ms Jocelyn Weterings
Pathways Coordinator
jweterings@olmcheidelberg.catholic.edu.au
### Important Dates in 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 26 July</td>
<td><strong>Subject Expo, Centenary Building</strong></td>
<td>A great opportunity to speak with students and staff about the different subjects on offer; universities and TAFEs will also be represented to answer questions about tertiary study. Students and parents welcome.</td>
</tr>
<tr>
<td>Friday 5 August</td>
<td><strong>Accelerated studies applications open</strong></td>
<td>Students wishing to undertake an accelerated study in Year 10 can obtain an application form from the Pathways Coordinator.</td>
</tr>
<tr>
<td>Tuesday 9 August</td>
<td><strong>Assembly Pastoral Lesson 3</strong></td>
<td>With Year 10 speakers and Ms Sweeney</td>
</tr>
<tr>
<td>Friday 12 August</td>
<td><strong>Accelerated studies final day for applications</strong></td>
<td>Students applying for an accelerated study must submit their application to Pathways Coordinator.</td>
</tr>
<tr>
<td>Monday 15 August</td>
<td><strong>Accelerated studies applications are processed</strong></td>
<td>Year 9 students applying for an accelerated study in 2016 will be assessed and some may be interviewed by Domain Leaders and other staff.</td>
</tr>
<tr>
<td>Monday 22 August</td>
<td><strong>Online Subject Selection opens</strong></td>
<td>Web Preference online opens for students to enter their subject preferences for 2017.</td>
</tr>
<tr>
<td>Wednesday 24 August</td>
<td><strong>Accelerated studies approvals</strong></td>
<td>Students who have applied for an accelerated study will receive notification of approval or non-approval by this date.</td>
</tr>
<tr>
<td>Friday 26 August</td>
<td><strong>Online Subject Selection closes</strong></td>
<td>Web Preference online closes.</td>
</tr>
<tr>
<td>Monday 29 August</td>
<td><strong>Subject Selection receipt</strong></td>
<td>Students submit to their Pastoral Leader the printout of the subjects they have entered online <strong>(form must be signed by a parent).</strong></td>
</tr>
<tr>
<td>Wednesday 7 September</td>
<td><strong>Parent/Student/Teacher Interviews, Centenary Building</strong></td>
<td>Subject interviews. Parents and students are expected to attend.</td>
</tr>
</tbody>
</table>

### Further Information and Assistance

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Learning and Teaching</td>
<td>Patricia Sweeney</td>
<td><a href="mailto:psweeney@olmcheidelberg.catholic.edu.au">psweeney@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Pathways Coordinator (inc VET)</td>
<td>Jocelyn Weterings</td>
<td><a href="mailto:jweterings@olmcheidelberg.catholic.edu.au">jweterings@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>VCAL Coordinator</td>
<td>Diane Collis</td>
<td><a href="mailto:dcollis@olmcheidelberg.catholic.edu.au">dcollis@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Careers Counsellor</td>
<td>Kelly Bregantic</td>
<td><a href="mailto:kbregantic@olmcheidelberg.catholic.edu.au">kbregantic@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Domain Leaders:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Art Technology</td>
<td>Maureen Gleeson</td>
<td><a href="mailto:mgleeson@olmcheidelberg.catholic.edu.au">mgleeson@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Mark Jenkinson</td>
<td><a href="mailto:mjjenkinson@olmcheidelberg.catholic.edu.au">mjjenkinson@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>English</td>
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</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Stephanie Smyth</td>
<td><a href="mailto:ssmyth@olmcheidelberg.catholic.edu.au">ssmyth@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Michael Ryan</td>
<td><a href="mailto:mryan@olmcheidelberg.catholic.edu.au">mryan@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Languages</td>
<td>Anna Pianezze</td>
<td><a href="mailto:apianezze@olmcheidelberg.catholic.edu.au">apianezze@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Leanne Grech</td>
<td><a href="mailto:lgrech@olmcheidelberg.catholic.edu.au">lgrech@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Madalena Broadbent</td>
<td><a href="mailto:mbroadbent@olmcheidelberg.catholic.edu.au">mbroadbent@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Religious Education</td>
<td>Grace Austin</td>
<td><a href="mailto:gaustin@olmcheidelberg.catholic.edu.au">gaustin@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Geraldine Lewin</td>
<td><a href="mailto:glewin@olmcheidelberg.catholic.edu.au">glewin@olmcheidelberg.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
Overview of Subject Offerings in Year 10

Students may select a combination of core studies and elective units, including accelerated studies and Vocational Education and Training (VET). This means that, whilst maintaining a broad general education, students are able to follow their own particular interests and experience new areas.

In addition to the Year 10 core subjects (see table below) that we currently offer at OLMC, Year 10 students must select one study from the common block and may select a VCE or enhanced study.

The Common Block
One of the following:

- **Civics** (Canberra Tour): recommended if you are not doing other Humanities or intend to do Humanities in VCE
- **Inquiry** (Canberra Tour): a good option if you are thinking about doing Humanities or Psychology in VCE
- **VET Allied Health** (VET course, work placement): a good option if you are thinking about Health Science or Health Care after VCE or want to try VET style learning
- **Citizenship and Enterprise** (VET style learning, work placement): a good option if you are thinking about including VET in your VCE program or are considering VCAL instead of VCE

VCE or Enhanced Studies
Students may select to do one VCE unit or an enhanced study in Year 10 (also considered an accelerated study); this can open a pathway to completion of a VCE Units 3 & 4 study sequence in Year 11.

Core Subjects

<table>
<thead>
<tr>
<th>Core: students study all year</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Religious Studies (includes Texts and Traditions Unit 1)</td>
<td>3</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

| From the common block, choose: Either Civics, Inquiry, Citizenship and Enterprise or VET Allied Health | 3 |

<table>
<thead>
<tr>
<th>Core: students study at least one semester</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>6</td>
</tr>
</tbody>
</table>
Elective Subjects

All students are required to undertake 8 units in each semester, a total of 16 units all year:

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>Maths</td>
<td>Maths</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>RE</td>
<td>RE</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>Civics or Inquiry or Citizenship and Enterprise or VET Allied Health</td>
<td>Civics or Inquiry or Citizenship and Enterprise or VET Allied Health</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>2 units</td>
<td>1 unit</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>4 units</td>
<td>5 units</td>
</tr>
</tbody>
</table>

OR

Subject Changes

If a student wishes to make a subject change, she must speak to the Pathways Coordinator. Changes can only be made subject to the constraints of the timetable and class sizes and must occur within two weeks of the beginning of each semester.

Language electives are a whole year study. Students are not generally able to change out of language at mid-year.

Undertaking Accelerated Studies in Years 10

At OLMC, students who have demonstrated ability and commitment to their studies in Years 7 to 9 have the opportunity to complete one VCE unit at a Year 11 standard (Unit 1 or 2), referred to as an accelerated study. Satisfactory completion of a VCE Unit contributes to the fulfilment of the requirements of the VCE.

Students wishing to apply to undertake a VCE Unit in Year 10 must carefully consider their current and past academic strengths and weaknesses. They should investigate the most appropriate study to best complement their pathway and interests; and discuss the proposed acceleration with subject teachers and Pastoral Leaders.

Students are permitted to undertake only one accelerated study, with the exception of those choosing to do VCE Mathematical Methods Unit 1 who may choose two.

This pathway is not automatic and students need to apply to undertake acceleration and have their application approved by the College.

Criteria for acceleration selection include:

- independent work habits across all subjects and particularly in related subjects as indicated and measured by the Work Habits scale included in the end of semester reports and online reports
• strong writing and analysis skills as indicated by performance in common assessment tasks in all subjects. Particular reference will be made to English and subjects that are like or related to the subject in which they wish to accelerate
• willingness to seek and receive feedback and to act on this feedback in future performance
• regular school attendance.

It is expected that students undertaking an accelerated study do not have any plans for extended absence, such as family holidays, during term time.

Acceleration Application Process:
1. Students speak with the Domain Leader and/or subject teacher of the subject they wish to study.
2. This discussion will consider the student’s:
   • interests and satisfaction with the subjects they are currently undertaking – their interests, skills and preferred studies
   • overall academic performance and performance in related or like subjects.
3. Student completes the ‘Application for Acceleration in Year 10’ obtained from the Pathways Coordinator.
4. Application is submitted to the Pastoral Leader by the due date:
   • The application will include a statement outlining the reasons for undertaking the study that clearly articulates their learning strengths and demonstrates their achievement and commitment to their studies.
   • Students will also attach a copy of their 2016 Semester 1 report
   • Applications must be signed by a parent/guardian and hand the completed form to their Pastoral Leader.
   • Pastoral Leader must sign the form and can make a comment on the suitability of the student for acceleration when passing to the Pathways Coordinator.
5. Applications will be considered by the relevant Domain Leader in consultation with the subject teachers. Other information, such as NAPLAN data or ACER data, online reports and attendance records may be reviewed in this process.
6. Applications from students going into Year 10 will be reviewed by the Domain Leader and subject teachers before a recommendation about their suitability for acceleration is made. Students going into Year 10 may be interviewed as part of this process depending on the number of applications and, if needed, to determine if the student meets the selection criteria.
7. The student and the parents will be informed in writing of the decision.
8. Appeals of unsuccessful applications will be addressed by the Pathways Coordinator and the Head of Learning and Teaching.
# Table of Subject Offerings Year 10 2017

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Subject Offerings</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design, Arts and Technology</strong></td>
<td>Art Now</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td><em>VCE Computing Unit 1</em></td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Creative Graphics</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Digital Media</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Fashion Edge</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Food and Health Studies</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Food Production and Design (VET Taster)</td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Health &amp; Physical Education</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>Mind, Body and Soul</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td><em>VCE Physical Education Unit 1</em></td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td><em>VET Certificate III in Allied Health Assistance</em></td>
<td>2 units</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Citizenship and Enterprise</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>Civics</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>Commerce</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>History: World War II</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td><em>VCE History: Twentieth Century History 1945-2000 Unit 2</em></td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>Interdisciplinary Learning</strong></td>
<td>Inquiry</td>
<td>2 units</td>
</tr>
<tr>
<td><strong>Languages (run for whole year)</strong></td>
<td>French</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>Italian</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>2 units</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>Mathematics A</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td><em>VCE Foundation Mathematics Units 1 and 2</em></td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td><em>VCE General Mathematics Unit 2 (Sem 2)</em></td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td><em>VCE Mathematical Methods Unit 1 (Sem2)</em></td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>Performing Arts</strong></td>
<td>Designing Drama</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Live Production: The Crew (VET Taster)</td>
<td>1 unit</td>
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<tr>
<td></td>
<td>Music Group Performance and Composition</td>
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<td></td>
<td>Music Solo Performance and Styles</td>
<td>1 unit</td>
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<td>2 units</td>
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<td><strong>Science</strong></td>
<td>The Big Ideas of Science</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>Foundation Science</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td><em>Enhanced Biology</em></td>
<td>1 unit</td>
</tr>
</tbody>
</table>

**IMPORTANT TO NOTE**

If there are insufficient numbers of students wishing to study an elective unit, then it will not be available for that year.
Careers Department

Helping to Pave a Path to Success

Career development is a lifelong process of growth through life, learning and work. Throughout each year level, students participate in a variety of experiences and activities designed to develop and enhance their understanding of themselves and their future career pathways.

Year 10 – I plan

Students focus on planning to achieve broad career goals that offer a range of options. They use increased self-knowledge and deeper understanding of the education and training requirements to inform these decisions.

Understanding more about you helps to make good choices for subjects in the following year. Electives in Year 10 provide the opportunity for students to study a range of subject areas that interest them and give them an insight into the subject areas they would like to pursue in VCE/VCAL.

In Year 10, students will complete the Morrisby testing which uses results from a series of tests and a detailed questionnaire to provide numerous career suggestions that would be suited to the student. A comprehensive report is provided to each student and discussed with her to aid in career pathways planning. Parents are also welcome to meet with the Careers Coordinator to discuss the report.

The Pathways Lounge has valuable resources to help you research and begin planning your career pathway. These include university and TAFE course guides, career specific books, DVD’s and magazines.

The Careers Newsletter is distributed every fortnight and includes career profiles and up-to-date information about tertiary courses.

Students and parents are most welcome to arrange individual appointments with the Careers Counsellor, or to come in and browse through the resources in the Pathways Lounge.

Ms Kelly Bregantic
Careers Counsellor
kbregantic@olmcheidelberg.catholic.edu.au
Design, Arts and Technology

Art Now

*Duration: one unit (one semester)*

**Dimensions**
- Creating and making
- Exploring, interpreting and responding

**Learning Focus**
Art Now is a folio-based subject which focuses on experimentation with contemporary materials, techniques and ideas.

There are elements of digital media used to enhance the art making process. Students study the way a variety of artists use materials, techniques and develop ideas to enhance their own art making.

- Want to express yourself?
- Want to be creative?
- Like to be original?

**Assessment Tasks**
- Folio of artworks
- Visual diary development
- Semester Examination

Students with a particular aptitude for Art are invited to apply to study VCE Studio Arts Units 1 and 2 in Year 10. These applications would be assessed by the teachers. Please contact your current Art teacher if you are interested in applying.

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VCE Computing Unit 1 (Accelerated Study)

*Duration: one unit (one semester)*

**Term 1: Data and Graphic Solutions**

In this unit students will conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution presented on a website that represents their findings. This graphic solution will be presented for a worldwide audience. Examples of investigations include the social networking habits of people of different age groups, the heritage of a class of students to three generations and music preferences by genre and favourite artists within each. Graphic solutions could include charts, flowcharts, diagrams, images, hierarchies, animations, maps and timelines.

Students will develop an understanding of data, including its types, characteristics, sources and how they are collected. Relevant primary data is collected and then evaluated to determine its suitability for manipulation using graphic organisers such as PMI charts. When acquiring this data, students consider risks associated with using data owned by other people or organisations, and apply strategies and techniques for acknowledging legal requirements and ethical responsibilities.

Students apply computational thinking skills (codifying qualitative data, developing conclusions, judging the validity of the data etc) when extracting meaning from data.

Students apply design thinking knowledge and skills (alignment, contrast, space, repetition, balance) to create graphic information for the purpose of informing, educating or persuading an audience.
Term 2: Data Management

In this unit students are introduced to the structure of databases (including MS Access and/or other SQL database builders) and their applicability in a range of settings. Databases underpin many applications such as borrowing and booking systems, medical records and social media websites. Students develop an understanding of the purposes of databases by exploring the data and information they supply to and receive from systems such as banking, membership, online purchasing and voting systems. They will learn to graphically diagram these databases and purchasing processes.

Students develop and apply knowledge and skills in determining data types required to solve specific problems, and in organising and storing data.

They examine the flexibility of databases by constructing query searches and sorts, and apply design principles that contribute to effective and efficient data collections tools, input forms and reports. Students apply all stages of the problem-solving methodology.

**Learning Focus**

- Approaches to problem solving focuses on ways of creating solutions and thinking about problems, opportunities and needs.
- Data and information focuses on the nature of data and how data and information can be acquired, structured, represented and interpreted to extract meaning.

**Assessment Tasks**

- Website
- Database in MS Access

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Creative Graphics

*Duration: one unit (one semester)*

**Dimensions**

- Creating and making
- Exploring, interpreting and responding

Creative Graphics is a hands-on practical course that will give you an appreciation of what makes good design. You will learn to analyse briefs and visualise concepts, and will explore typography, layout, digital design, packaging design and illustration. Students also gain practical skills with a variety of programs such as Adobe Photoshop, Illustrator and Google SketchUp.

Get to the core of what it means to be a graphic designer; gain an understanding of the culture of design combined with the techniques of a solid design process: from design brief to idea generation and sketching, layout design and finishing in the Adobe suite.

- Love brands?
- Love to be original?
- Want to be a graphic designer?

This is a fun way to explore your creativity and it is a pathway to any of the Design, Arts and Technology subjects.

**Assessment Tasks**

- Visual diary - containing preparatory drawings and design development for set tasks
- A folio of graphic images
- A folio of instrumental drawings
- End of semester examination
Digital Media

*Duration: one unit (one semester)*

**Dimensions**
- Creating and making
- Exploring and responding

**Learning Focus**
This course focuses on digital media such as film, photography and print design. The film production unit looks at elements such as lighting, camera, sound and editing. You will create a group film task.

In the photography unit we focus on camera use, photographic composition, image analysis, Photoshop and print design.

- Love film?
- Love photography?
- Love pop culture?

This is a fun way to explore your creativity and it is a pathway to any of the Design, Arts and Technology subjects.

**Assessment Tasks:**
- Group or Individual Film
- Photography Folio and Exhibition

Fashion Edge

*Duration: one unit (one semester)*

**Dimensions**
- Creating and making
- Exploring and responding

**Learning Focus**
If you love modern design and working with materials in an artistic way, this subject provides an opportunity for you to design and make your own ideas. Perfect for the creative brain – this elective encourages problem-solving and will enable you to develop your ideas, equip you with the technical knowledge and skills required to create your own art piece with a ‘fashion edge’.

Using a diverse range of fabrics, paper, plastic, found objects and recycled materials you will be able to create your own fashion inspired artworks.

- Love fashion?
- Love to create?
- Love colour and pattern?

**Assessment Tasks**
- Design Brief
- Production
- Evaluation
- Examination
Food and Health Studies

Duration: one unit (one semester)

This elective has been designed to provide a wide range of pathways to suit many different interests in fields such as food technology, food manufacturing, hospitality, health promotion, community health research and policy development and allied health practices.

This elective takes an interdisciplinary approach to the exploration of food and health with an emphasis on extending food/health knowledge and skills through both theoretical and practical application. The elective has been divided into 2 topics: Food choice, health and wellbeing and Health of Australians.

Food and Health Studies is a pathway to VCE Food Studies, Health and Human Development and Physical Education.

Key Learning Areas

Food for Life!
Food is essential to live a safe and healthy life. In order for people to grow and develop, food must be available, food must be affordable, and food must be prepared safely. In this topic, students will focus on patterns of eating in Australia and the influences on the food we eat.

Students will explore the relationships that exist between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors.

Food experiments will also be undertaken to provide students with experience in a variety of scientific principles and an appreciation of the properties of food products. Students will also be required to prepare healthy meals suitable for different population groups within Australia.

Health of Australians
Australians generally enjoy good health and are among the healthiest people in the world. Despite Australia’s good health status, there is still potential for improvements.

In this topic, students develop an understanding of the health status of Australians by investigating the health of different population groups in Australia and analysing how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status.

Learning Focus
On completion of the unit students should be able to:
- Understand the link between food and health
- Analyse the patterns of eating in Australia
- Discuss the social and emotional roles of food in shaping and expressing individual identity
- Understand the role of determinants in health, including links to the physical environment, biological, behavioural and social, in explaining variations in health status.

Assessment Tasks
- Case study project analysis
- Production activities
- End of semester exam
Food Production and Design (VET Taster)

Duration: one unit (one semester)

Dimensions

- Design, Creativity and Technology: Investigating and Designing; Producing; Analysing and Evaluating

Food Production and Design explores the role of food in a production context, as well as building on pathways to health and wellbeing through the application of practical skills. Students will use the principles of design to explore current food trends and prepare modern recipes designed for individual tastes and needs. Students will be able to enjoy food and learn about its significance from a variety of cultural and practical contexts.

Food design provides a framework for students to make informed and confident food selection and food preparation within today’s complex world of global influences and choices. Practical work is integral to the course and includes cooking, demonstrations, creating and responding to design briefs.

Students will explore the functions of food, as well as using design principles and creative problem-solving to produce food.

It is a creative and practical subject with a focus on competency-based learning, with a pathway to VET Hospitality and Design Technology subjects.

Learning Focus
On completion of the unit students should be able to:
- Use a wide range of food preparation techniques
- Use tools and equipment safely
- Understand the functions of food
- Compare individual food products to commercial equivalents
- Creatively solve complex problems
- Prepare foods of a high standard

Assessment Tasks
- Design briefs: will incorporate Investigate, Design, Produce, Analyse and Evaluate
- Practical activities
- No end of semester exam
English

Duration: two units (all year)

Strands
- Language
- Literacy
- Literature

Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Learning focus
Students will continue to engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Literary texts that support and extend students in Level 10 as independent readers are drawn from a range of genres and involve complex, structures. Students will study ‘classic’ literary works including a Shakespearian play as well as works of contemporary fiction and film. Through reading these texts they will engage with issues involving high order reasoning and they will be encouraged to make comparisons between different texts. Students will develop critical understanding of the contemporary media, and the differences between media texts.

Students will create a range of imaginative, informative and persuasive types of texts including narratives, performances, discussions, literary analyses, transformations of texts and reviews. They will learn how to synthesise ideas from a range of sources to create their own written texts.

Extension Opportunities
- Literature elective unit
- Poetry and writing competitions
- Publication of writing in school yearbook
- Participation in DAV debating
- Participation in the Frayne Voice Choir

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course. These tasks include:

- Reading texts
- Language exercises
- Journal writing
- Writing for a range of purposes, audiences and contexts
- Assignments on set texts
- Creative responses to text
- Analytical responses to text
- Group tasks
- Oral presentations
- Use of technology for research purposes, to create and review oral and written texts
- End of semester examinations

You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it.

To Kill A Mockingbird
Harper Lee
Literature

Duration: one unit (one semester)

Strands
- Language
- Literacy
- Literature

Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Learning focus
On completion of the unit students should be able to:
- Identify structures and features of a range of spoken texts presenting complex themes and issues.
- Analyse critically the relationship between texts, contexts, speakers and listeners.
- Read a range of texts to discuss different perspectives on complex themes and issues.
- Develop and justify detailed interpretations of texts.
- Evaluate characteristics that define an author's individual style.
- Create imaginative texts that make relevant thematic and intertextual connections with other texts.

Assessment Tasks
- Analytical text responses
- Creative responses to text
- End of semester examinations
- Analysis of poetry
- Oral dramatic presentation

Information and Communication Technology Skills
- Critical literacy of computer based texts including web pages and forums
- Application of technology to relevant communications studies
- Use of Internet for the purpose of sourcing and evaluating various reviews
Health & Physical Education

Duration: two units (all year)

Dimension

Movement and physical activity
Through the study of Physical Education, students are encouraged to transfer understanding from previous movement experiences to create solutions to movement challenges. Students are required to perform and refine specialised movement skills during complex activities such as ultimate frisbee, European handball, netball, football, self-defence, dance sports, lacrosse, korfball and archery.

Students are provided with the opportunity to analyse the impact of effort, space, time, objects and people when composing and performing movement sequences. They devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Learning Focus
On completion of this unit students will be able to:

- Perform and refine specialised movement skills in challenging movement situations
- Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Transfer understanding from previous movement experiences to create solutions to movement challenges
- Reflect on how fair play and ethical behaviour can influence the outcome of movement activities.

Assessment Tasks may include:

- Written reports
- Group/personal tasks, evaluations and reflections
- Research assignments
- Structured questions
- Examinations
- Oral reports
- Case study analysis
- Media analysis
VCE Physical Education Unit 1 (Accelerated Study)

**Duration: one unit (one semester)**

Current Year 9 students who have a passion for sport, enjoy learning about body systems and are considering undertaking future studies in the Sports Science, Physiotherapy, Health and Behavioural Science fields are strongly encouraged to consider applying to under accelerated studies in VCE Physical Education.

VCE Physical Education involves examining body systems, biomechanical principles, the contribution of energy systems to performance, causes of fatigue and psychological strategies that can enhance performance. Each of these areas of study makes strong links to the fields of Biology, Psychology, Chemistry and Physics. It requires that students have a sound level of understanding of a range of concepts studied in these fields.

**Thus, students who are considering undertaking VCE Physical Education as part of their VCE program are required to undertake the Science elective 'The Big Ideas of Science' in Year 10.**

VCE Physical Education Unit 1 – The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

**Outcomes**

On completion of this unit, students should be able to:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

**Assessment tasks may include**

- Practical laboratory reports linking key knowledge and key skills to practical activities
- Data analysis
- Visual presentation
- Physical simulation or model
- Written report
- Case study analysis
- Multimedia presentation
- Test
Mind, Body and Soul

**Duration: one unit (one semester)**

'Mind, Body and Soul' is designed to focus on the three main areas of health and wellbeing: the mind, the body and soul, and to introduce students to concepts found in VCE subjects such as Physical Education and Health and Human Development. Students will engage in a variety of recreational and outdoor adventure activities and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

In this unit, students will develop an understanding of the musculoskeletal, cardiovascular and respiratory systems of the body and explore how they enable movement to occur. Through practical activities, they will investigate these body systems contributions and interactions during physical activity. Students will also explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students will examine the roles and responsibilities of a coach as well as evaluating coaching effectiveness. Sports psychology will also be introduced to students and students will investigate psychological strategies that can lead to increases or decreases in performance.

Throughout this unit, students will develop their time and resource management skills by undertaking inquiry based projects related to the concepts being studied. Students who undertake this subject will establish strong links across other health related areas including biology, human development, physiology, psychology and environmental science.

**Learning Focus**
On completion of this unit, students should be able to:
- Identify components of the musculoskeletal, cardiovascular and respiratory systems and explain how they function and enable movement to occur.
- Demonstrate their knowledge of, and evaluate the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
- Understand and apply physiological principles to practical situations.
- Take responsibility for selecting teams, allocating tasks, assigning and taking on leadership roles, determining timelines and action plans and monitoring and evaluating task situations.
- Undertake research and investigation to identify resources required to respond effectively to a range of case study scenarios.
- Apply a broad range of knowledge and skills to future studies in Physical Education and Health and Human Development.

**Assessment Tasks may include**
- Practical laboratory reports linking key knowledge and key skills to practical activities
- Data analysis
- Visual presentation
- Physical simulation or model
- Written report
- Case study analysis
- Multimedia presentation
- Test/Examinations
- Inquiry style projects
VCE VET Health: Certificate III in Allied Health Assistance (Accelerated Study)

**Description**
The VCE VET Health program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the skills and knowledge required to pursue further training or work in an entry-level role within a range of health related areas.

At OLMC, students will undertake Program 2: Certificate III in Allied Health Assistance. This qualification draws from the HLT07 Health Training Package. Certificate III in Allied Health Assistance provides students with the knowledge and skills to assist allied health professionals (under direct supervision). Core units of competence in the certificate include: assist with an allied health program, recognise healthy body systems in a health care context and assist with client movement.

By completing this qualification, students will gain the skills and knowledge to assist in providing a range of services to clients. These may include assisting clients to develop their abilities for improved daily living, undertake rehabilitation, speech therapy, podiatry or nutritional programs. Students will work under the direction of other professional medical staff in organisations such as hospitals, aged care facilities, clinics or day centres.

**VCE Credit**
Students will be eligible for a minimum of one Unit 3 & 4 sequence. Students may choose to sit for scored assessment to receive a study score.

**Career Opportunities**
Certificate III in Allied Health Assistance may lead to employment as an allied health assistant in the areas of podiatry, physiotherapy, speech, pathology or occupational therapy. Through a higher education pathway, future employment outcomes may include nurse, physiotherapist, pharmacist, dietician or doctor.

**Units of Competence**
- Apply privacy principles – medical environment
- Comply with infection control policies
- Communicate and work effectively in health
- Interpret and apply medical terminology
- Maintain patient records
- Participate in WHS processes
- Recognise healthy body systems in health
- Work with culturally diverse clients/peers
- Develop and extend critical creative thinking
- Develop and update knowledge of coaching
- Follow work health and safety policies
- Organise personal work
- Provide customer service
- Provide first aid
- Respond to emergency situations
**Humanities**

**Civics**

*Duration: two units (all year)*

**Learning Focus**

Civics will provide you with the knowledge, skills and opportunities to understand and practice what it means to be a citizen in a democracy. You will undertake an Inquiry Based Project that will allow you to examine issues at a Global, National and Local level. You will be able to choose one or more of the following themes to investigate; Eco Justice, Poverty, Gender Equality, Indigenous Concerns and Asylum Seekers and Refugees.

During Semester 2 your examination of the Australian political system will be extended when you investigate ways to make a positive impact on the future of Australia and its citizens during a Study Tour of Canberra and an expo evening that will provide the opportunity to have a say on issues that matter to you. Your experience in Canberra will enable you to take responsibility to act independently in order to take your place as an Australian citizen. You will be able to navigate your way throughout the city, explore different places of national interest and demonstrate independence and initiative.

*Note: only students who study Civics or Inquiry will be involved in the Canberra Study Tour.*

**Extension Opportunities**

- Constitutional Conventions
- Community Engagement activities
- Civics/Humanities competitions

**Assessment Tasks**

Assessment tasks may include a combination of:

- Individual and group presentations
- Essays/Reports
- Inquiry Projects
- Exhibitions at an expo evening

**Future Learning**

Undertaking Civics in Year 10 will prepare you for studies in the following VCE units;

- Global Politics
- Legal Studies
- History

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**Citizenship and Enterprise**

*Duration: two units (all year)*

**Learning Focus**

The Australian work environment is changing at rapid speed and this is impacting on the choices available to young people entering the labour market. Civics and Enterprise looks to introduce students to the fundamentals needed when obtaining and retaining work in a practical way.

Students identify the types and purposes of communication in workplaces as well as changes occurring in work and workplaces. They also investigate skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. Students will also outline 21st Century approaches to recruitment and the skills required when responding to them.

Tasks will involve planning, implementing and completing a negotiated action project – evaluating findings, proposing actions and making recommendations to and for a range of people. Major projects could be drawn up within several frameworks including:

- school industry cooperative project
- contemporary work challenges and opportunities
- gender and work
Students will also explore the different levels of government. They explore a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. Work and its place in broader Australian society will form part of the framework for this exploration.

**Students will be required to complete work experience or community service as part of the study of Citizenship and Enterprise.**

Citizenship and Enterprise is recommended for students interested in trying a different approach to learning that is focused on practical skills and experience. For students interested in pursuing VCAL or VET in Years 11 and 12 this elective would be a useful introduction to that style of learning.

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**Commerce**

**Duration: one unit (one Semester)**

**Learning Focus**
Throughout this unit students will analyse current economic issues affecting Australia. You will explore economic issues such as unemployment, inflation, global trade and economic growth. An examination of the role key stakeholders play in the economy will be undertaken; including the role individuals, business groups and the government. Your role in the Australian economy will be explored. Students will investigate the way in which they can influence government policy. They will also develop an understanding of the role tax plays in their lives and in generating government income.

**Extension Opportunities**
- Humanities competitions

**Assessment Tasks**
Assessment tasks may include a combination of:
- Research Assignments
- Essays/Reports
- Oral Presentations
- Case Studies
- Topic Tests/Exam

**Future Learning**
Undertaking Commerce in Year 10 will prepare you for studies in the following VCE units:
- Business Management
- Accounting
- Legal Studies

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**History: World War II**

**Duration: one unit (one semester)**

**Learning Focus**
Students investigate wartime experiences through a study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history. An examination of war in Europe and the Pacific will be undertaken. The impact this conflict had on Australian society will also be explored.

When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary resources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions, allowing them to develop and justify their own interpretations of the past.

The overriding ideas of explored are; evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
Assessment Tasks
Students will complete a range of assessment tasks throughout the course, these may include:
- Essay
- Research Assignment
- Document Analysis
- Team work
- Note taking skills
- Oral Presentation

Future Learning
Undertaking History in Year 10 will prepare you for studies in the following VCE units:
- 20th Century History
- Australian History
- History – Revolutions
- Global Politics

VCE History Unit 2: Twentieth Century History 1945-2000 (Accelerated Study)

Duration: one unit (one semester)

From the Cold War to the War on Terror
In Unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Students explore the causes of the Cold War in the aftermath of World War II. They investigate significant events and developments and the consequences for nations and people in the period 1945-1991. While the USA and the USSR never engaged in direct-armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam. They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and space race with competition also extending to sport and the arts. Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the Soviet Union in 1991.

While the Cold War dominated the second half of the twentieth century, political and social challenge and change occurred within and between nations based on religion, nationalism, race, gender and human rights. Developments in mass communication including the internet and satellite television meant that many of the political and social movements transcended national boundaries and were exposed to a global audience. Our study will focus on campaigns by terrorist groups such as EOKA (Cyprus), ETTA (Spain), FLN (Algeria), Bader Meinhoff (West Germany), Japanese Red Army, Black September, Symbionese Liberation Army (USA) and the Irish Republican Army, and focus heavily on Al Jihad, Hezbollah and Al Qaeda.

Assessment Tasks
Students will complete a range of assessment tasks throughout the course, these may include:
- Essay
- Research assignment
- Document analysis

Future Learning
This unit acts as an excellent content base for the study of VCE Units 3 & 4 History: Revolutions, VCE Units 3 & 4 Australian History and VCE Global Politics Units 1-4; and for skill development in VCE Business Management and Legal Studies.
Interdisciplinary Learning

Inquiry

*Duration: two units (all year)*

**Learning Focus**

The results of research are often used to support arguments or to provide evidence for new knowledge in an area. In this unit, the characteristics of good research will be studied and students will learn how to critically evaluate different types of research. They will conduct their own investigations in a way that is objective and will be able to draw upon their knowledge to make relevant conclusions.

The differences and similarities of research done in the Sciences and Humanities will be studied and based on themes such as Identity, Environment and Place which will be drawn from the Victorian Curriculum Geography strand.

Students will undertake projects individually and in groups, allowing them to develop their independence and communication skills. Research Investigations may allow some opportunities for students to engage with the local community in carrying out their investigations.

This unit is designed to support future studies in disciplines that have a strong research component such as Psychology, History, Legal Studies and Global Politics. Students will travel to Canberra with the students studying Civics to support their studies in this unit.

This unit provides a sound basis for research methods for all Humanities, Science and VCE Informatics Units 3 & 4. Although not a pre-requisite, this unit would be highly recommended for students who are considering undertaking accelerated VCE Psychology Units 3 & 4 in 2018.

**Assessment Tasks**

Assessment tasks may include a combination of:
- Individual and group presentations
- Essays/reports
- Inquiry projects

**Future Learning**

Undertaking Inquiry in Year 10 will prepare you for studies in the following VCE units:
- Global Politics
- Legal Studies
- History
- Psychology
Languages

French

Duration: two units (all year)

Dimensions
The aim of this course is to build confidence and competence in reading, writing, listening and speaking in French within the world of teenage experience. In Semester 1, topics studied include Music, Fashion, Food and The Environment. In Semester 2, topics studied include Tourism in France, Cinema and Technology.

Learning Focus
On completion of the unit, students should be able to:
- Demonstrate comprehension of main ideas in a range of listening tasks;
- Communicate ideas orally in a range of situations, including poetry, conversation and monologue;
- Demonstrate comprehension of main ideas contained in a range of written texts; and
- Convey ideas and opinions through a variety of written tasks, such as email, letter, picture story and diary entry.

Assessment Tasks
- Written tasks
- Oral tasks
- Grammar tests
- Vocabulary tests
- Comprehension tasks
- Examinations

Italian

Duration: two units (all year)

Dimensions
The aim of this course is to build confidence and competence in reading, writing, listening and speaking in Italian within the world of teenage experience. In Semester 1, topics studied include Holidays, Travel, Friendships and Relationships and a Film Study. In Semester 2, topics studied include Technology, The Environment, Education and Work. Students are also provided with appreciation of culture, history and society through various activities and through the use of technology.

Learning Focus
On completion of the unit, students should be able to:
- Demonstrate comprehension of main ideas in a range of listening tasks;
- Communicate ideas orally in a range of situations including poetry, conversation and monologue;
- Demonstrate comprehension of main ideas contained in a range of written texts; and
- Convey ideas and opinions through a variety of written tasks such as email, letter, diary entry, story and film review.

Assessment Tasks
- Written tasks
- Oral tasks
- Grammar tests
- Vocabulary tests
- Comprehension tasks
- Film study
- Examinations
Japanese

**Duration: two units (all year)**

**Dimensions**
The aim of this course is to broaden students’ vocabulary and active use of grammar to allow them to freely express themselves in Japanese. A focus on oral skills aims to increase students’ confidence and competence in speaking. Students understand and use Japanese within the context of topics. These include House and Neighbourhood, a Japanese Homestay and School Experience, Weather, Festivals in Japan, Food and Restaurants. Through cultural activities students also gain an appreciation of Japanese culture, history and society.

**Learning Focus**
On completion of this unit students should be able to:
- Demonstrate comprehension of main ideas in a range of listening tasks;
- Communicate ideas orally in a range of situations, including conversation and monologue;
- Demonstrate comprehension of main ideas contained in a range of written texts; and
- Convey ideas and opinions through a variety of written tasks such as, a letter, story or diary entry.

**Assessment Tasks**
- Written tasks
- Oral tasks
- Grammar tests
- Vocabulary tests
- Script tests
- Cultural tasks
- Examination
Mathematics

At Year 10, all students will study **2 units** of Mathematics selected from:

- Year 10 Mathematics Semester 1 and 2
- Year 10 Mathematics A Semester 1 and 2
- VCE Foundation Mathematics Units 1 and 2

The learning objectives of each of these Mathematics subjects vary and influence the possible pathways that students can take at VCE. **Students should select their Mathematics subject carefully** and are strongly encouraged to consult with their current Mathematics teacher.

In addition, students who undertake the Mathematics A course may also choose the elective unit VCE Mathematical Methods Unit 1 in Semester 2.

<table>
<thead>
<tr>
<th>These courses are designed for four broad categories of student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students who have achieved the expected AusVELs standard at Year 9 may choose to study <strong>Year 10 Mathematics</strong>.</td>
</tr>
<tr>
<td>- Successful completion of this course leads to VCE General Mathematics Units 1 &amp; 2 in Year 11, followed by VCE Further Mathematics Units 3 &amp; 4 in Year 12.</td>
</tr>
<tr>
<td>2. Students consistently achieving grades of, at least, ‘B’ across all dimensions in Mathematics may choose to study <strong>Year 10 Mathematics A</strong>.</td>
</tr>
<tr>
<td>- Successful completion of this course leads to any pathway through VCE Mathematics in Years 11 and 12. However, it is expected that these students would take VCE Mathematical Methods Units 1 &amp; 2 in Year 11, followed by VCE Mathematical Methods Units 3 &amp; 4 in Year 12.</td>
</tr>
<tr>
<td>3. Students who take <strong>Year 10 Mathematics A</strong> may also apply to do the Semester 2 elective unit <strong>VCE Mathematical Methods Unit 1</strong>.</td>
</tr>
<tr>
<td>- In Year 11, they would take VCE Mathematical Methods Unit 2, followed by VCE Specialist Mathematics Unit 2.</td>
</tr>
<tr>
<td>- And, in Year 12, VCE Mathematical Methods Units 3 &amp; 4 and perhaps also VCE Specialist Mathematics Units 3 &amp; 4.</td>
</tr>
<tr>
<td>4. Students who take <strong>Year 10 Mathematics A</strong> may also apply to do the Semester 2 elective unit <strong>VCE General Mathematics Unit 2</strong>.</td>
</tr>
<tr>
<td>- In Year 11, they would take VCE Further Mathematics Units 3 &amp; 4 and perhaps also VCE Mathematical Methods Units 1 &amp; 2.</td>
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<tr>
<td>- And, in Year 12, they would take VCE Mathematical Methods Units 3 &amp; 4.</td>
</tr>
<tr>
<td>5. Students who take <strong>Year 10 Mathematics</strong> may also wish to apply to do the Semester 2 elective <strong>VCE General Mathematics Unit 2</strong>.</td>
</tr>
<tr>
<td>- In Year 11, they would take VCE Further Mathematics Units 3 &amp; 4.</td>
</tr>
<tr>
<td>- And, in Year 12, study no Mathematics.</td>
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<tr>
<td>6. Students who have been working below the expected standard in Mathematics, particularly in Year 9 Modified Mathematics, are encouraged to study <strong>VCE Foundation Mathematics Units 1 &amp; 2 in Year 10</strong>.</td>
</tr>
<tr>
<td>- This pathway leads to NOT studying any Mathematics in Years 11 and 12.</td>
</tr>
</tbody>
</table>
**Possible Pathways for Mathematics**

<table>
<thead>
<tr>
<th>Pathway 1</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Unit 2 (Sem 1) and Specialist Mathematics Unit 2 (Sem 2) and Further Mathematics Units 3&amp;4</td>
<td>Mathematical Methods Units 3&amp;4 and Specialist Mathematics Units 3&amp;4</td>
<td></td>
</tr>
<tr>
<td><strong>Pathway 2</strong></td>
<td>Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Unit 2 (Sem 1) and Specialist Mathematics Unit 2 (Sem 2)</td>
<td>Mathematical Methods Units 3&amp;4 and Specialist Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td><strong>Pathway 3</strong></td>
<td>Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Unit 2 (Sem 1) and Specialist Mathematics Unit 2 (Sem 2)</td>
<td>Mathematical Methods Units 3&amp;4</td>
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<tr>
<td><strong>Pathway 4</strong></td>
<td>Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Unit 2 (Sem 1) and Specialist Mathematics Unit 2 (Sem 2)</td>
<td>Mathematical Methods Units 3&amp;4 and Further Mathematics Units 3&amp;4</td>
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<td><strong>Pathway 5</strong></td>
<td>Students consistently achieving grades of 'B' and above</td>
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<td><strong>Pathway 6</strong></td>
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<td>Mathematical Methods Units 3&amp;4 and Further Mathematics Units 3&amp;4</td>
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<td><strong>Pathway 8</strong></td>
<td>Students consistently achieving grades of 'B' and above</td>
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<td>Mathematical Methods Units 3&amp;4</td>
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</table>

*Not all three Mathematics subjects can count in the 'top 4' for ATAR*
### Pathway 9
Students consistently achieving grades of ‘B’ and above

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mathematics (Sem 1&amp;2) and General Mathematics Unit 2 (Sem 2)</th>
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### Pathway 10
Students consistently achieving grades of ‘D’ and above

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<th>Subject</th>
<th>Mathematics (Sem 1&amp;2)</th>
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### Pathway 11
Students working below the expected Year 9 standard

<table>
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<th>Subject</th>
<th>Foundation Mathematics Units 1&amp;2 (Sem 1&amp;2)</th>
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### Pathway 12
Students studying Modified Mathematics

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<th>Subject</th>
<th>Foundation Mathematics Units 1&amp;2 (Sem 1&amp;2)</th>
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<th>No Mathematics</th>
</tr>
</thead>
</table>

Students choosing to study **VCE Mathematical Methods** should answer **YES** to the following questions:

- Do you enjoy Mathematics, especially Graphs, Algebra and Probability?
- Do you feel you are good at Mathematics, especially in the topics of Graphs, Algebra and Probability?
- Do you like the challenge of problem-solving?
- Do you persist with a problem?
- Are you prepared to complete all homework regularly?
- Do you seek assistance when you are having difficulties?

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### Mathematics

**Duration: two units (all year)**

**Strands**
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

**Learning Focus**

- **Number and Algebra**: Solving linear equations, inequations and simultaneous equations. Graphical representation of linear relationships.
- **Measurement and Geometry**: Surface area and volume of composite solids. Application of Pythagoras’ Theorem and trigonometric ratios in contexts. Use of similarity and congruence of plane shapes.
- **Statistics and Probability**: Represent data using diagrams for statistical analysis. Describe bivariate numerical data from scatterplots. Determine probabilities of a range of events.

**Assessment Tasks**

Students are required to complete a range of assessment tasks throughout the course which may include:

- Topic tests
- Work book and summary notes
- Problem Solving
- Use of technology: TI-Nspire CAS calculator
- Examinations
Mathematics A

**Duration: two units (all year)**

**Strands**
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

**Learning Focus**
- **Measurement and Geometry**: Surface area and volume of a greater variety of composite solids. Applications of Pythagoras’ Theorem and trigonometric ratios in contexts. Use of similarity and congruence of plane shapes. Apply angle and chord properties of circles.
- **Statistics and Probability**: Represent data using diagrams for statistical analysis. Describe bivariate numerical data from scatterplots. Determine probabilities for a range of events using appropriate mathematical language.

**Assessment Tasks**
Students are required to complete a range of assessment tasks throughout the course which may include:
- Topic tests
- Work book and summary notes
- Problem Solving
- Use of technology – TI-Nspire CAS calculator
- Examinations

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VCE Foundation Mathematics Units 1 and 2

**Duration: two units (all year)**

These units provide for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and do not intend to undertake unit 3 and 4 studies in VCE Mathematics in the following year. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. The areas of study are space, shape and design, patterns and number, handling data, and measurement. Students are encouraged to use appropriate technology in all areas of their study.

**Learning Outcomes**
1. Confidently and competently use mathematical concepts and skills from the areas of study.
2. Apply and discuss mathematical procedures to solve problems in familiar and new contexts and communicate their results.
3. Select and use technology to apply mathematics in a range of practical contexts.

**Assessment Tasks**
- Investigations and projects
- Assignments
- Tests

**Entry (prerequisites)**
No prerequisites but students must understand that this course does not lead to any further study of VCE Mathematics.
VCE Mathematical Methods Unit 1 (Accelerated Study)

**Duration: Unit 1 in Semester 2 is completed at Year 10**

Areas of study:
- functions and graphs
- algebra
- calculus
- probability and statistics

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable. Students who choose this unit in Year 10 will study VCE Mathematical Methods Unit 2 in Semester 1 of Year 11, followed by VCE General Mathematics Unit 2 in Semester 2. With this background, they can then go on to study VCE Mathematical Methods Units 3 and 4 and also VCE Specialist Mathematics Units 3 and 4 in Year 12.

**Outcomes**
On completion of each unit, students should be able to:
1. define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
2. apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
3. use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment**
Assessment tasks for these units may include:
- Assignments
- Summary or review notes
- Short written responses
- Problem-solving tasks / Modelling tasks
- Tests and examinations

**Entry (prerequisites)**
Students must study Year 10 Mathematics in Semesters 1 and 2 in Year 10. Students would be achieving consistent grades of 'B' and above. They must have demonstrated a commitment to their study of mathematics. The final decision as to whether or not a student is accepted into this class rests with the school.

VCE General Mathematics Unit 2 (Accelerated Study)

**Duration: Unit 2 in Semester 2 is completed at Year 10**

Areas of study:
- algebra and structure
- arithmetic and number
- discrete mathematics
- geometry, measurement and trigonometry
- graphs of linear and non-linear relations
- statistics

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Students who choose this unit in Year 10 alongside Mathematics A will study VCE Mathematical Methods Units 1 and 2 and VCE Further Mathematics Units 3 & 4 in Year 11, followed by VCE Mathematical Methods Units 3 and 4 in Year 12.
Alternatively, students who choose this unit in Year 10 alongside Mathematics will study VCE Further Mathematics Units 3 and 4 in Year 11 and no Mathematics in Year 12.

**Outcomes**
On completion of the unit, students should be able to:
1. define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
2. apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
3. select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment**
Assessment tasks for these units may include:
- Tests
- Assignments
- Summary or review notes
- Problem-solving tasks
- Modelling tasks
- Mathematical investigation
- Examinations

**Entry (prerequisites)**
Students would be achieving consistent grades of ‘B’ and above. They must have demonstrated a commitment to their study of mathematics. The final decision as to whether or not a student is accepted into this class rests with the school.
Performing Arts

Designing Drama

Duration: one unit (one semester)

Dimensions

- Creating and Making
  This unit focuses on the performance style of non-naturalism. Incorporating character development and performance skills that students have developed in previous years, students will now work predominantly on self-devised group ensemble work that will be performed for an audience. Technical and physical skills are developed through a wide range of activities and workshops in class.

- Exploring and Responding
  Students enrich their understanding of Drama through research, observation, analysis and discussion of their own performances and that of their peers. They increase their understanding of drama terminology, analysis skills and their understanding of a variety of performance styles.

Assessment Tasks

- Research Assignment
- Performance work
- Written Examination

Extension Opportunities

- Performing their ensemble work to a variety of audiences
- Senior Musical
- House Arts Festival
- Drama Club

Live Production: The Crew (VET Taster)

Duration: one unit (one semester)

This course covers many facets of the theatre production industry: ushering, ticketing, seating, staging, lighting, make-up, set production, properties, occupational health and safety and industry knowledge. This course doesn’t require students to perform; it is about all of the other facets of putting on a performance.

It is a practical skills-based course that focuses on all of the stagecraft areas needed to put on a show and work in the industry. As a part of the subject, this class will form the backstage crew for the M2 Senior Production in 2017. You will be responsible for running the sound and lights, stage management, design and advertising. You will also go and see live performances that you will learn to analyse in terms of the design and stagecraft.

Some of the skills you will develop are:

- Basic lighting skills and knowledge
- Basic audio skills and knowledge
- Analysis of live performance work
- Ushering
- Follow a design process
- Basic prop construction
- Work effectively with others
- OHS

This is a great subject to undertake for students considering VCE Theatre Studies, VCE Drama or considering a creative external VET subject.
Music Group Performance and Composition

*Duration: one unit (one semester)*

“Music is better with friends”

This subject is designed to suit all types of music performers – from beginners to advanced. You will learn the skills of performing in groups of varying sizes. Whether you want to sing in a rock band or play in a string quartet, you will learn about what it takes to put on a successful performance – effective practice, performance techniques, good group communication, skills to select and arrange repertoire and music interpretation.

In this subject you will also learn and practice the fundamentals of music composition so you can compose music for individual instruments and small groups which will be performed. This course will also cover basic musicianship and theory skills that are necessary for performance.

This is a companion subject to Music Solo Performance and Styles. It is recommended that you select both subjects if you are considering VCE Music Performance.

**Dimensions**
- **Explore and Express Ideas**
  Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions.
- **Music Practices**
  Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions.
- **Present and Perform**
  Perform music applying techniques and expression to interpret the composer’s use of the elements of music and compositional devices.
- **Respond and Interpret**
  Evaluate a range of performances and compositions to inform and refine their own music making.

**Assessment Tasks**
- Group performances
- Rehearsal reflection journal
- Composition
- Written/aural examination

Music Solo Performance and Styles

*Duration - One Unit (One Semester)*

**Dimensions**
- **Creating and Making**
  Ever thought of performing Twinkle Twinkle Little Star as a jazz piece? Is there a musical style you have always felt you couldn’t perform? Are you interested in VCE Music Performance? Yes? Then this subject is for you!

  You will explore a range of musical styles from the 1600’s to the present day through listening and performance activities. You will perform as part of a group and as a soloist in a public performance. You will be challenged to understand what is unique about each style of music and then to incorporate what you have learnt into creating an authentic sounding performance in the style of music of your choice.

- **Exploring and Responding**
  You will look at the influences of society on a number of musical styles. You will learn to analyse a piece of music through the use of music theory as well as research the influences on composers and the reasons behind the writing of their compositions.

**Assessment Tasks**
- Performances in a variety of musical styles
- Ensemble participation and journal
- Written/aural examination
- Analysis of two pieces in the style of your choice
Religious Education

Duration: two units (all year)

Content Strands
- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacraments
- Morality and Justice

Learning Focus
Through the study of God, Religion and Life, students examine the nature and exercise of conscience, relating their experience to practical life choices.

The first strand is Morality and Justice. Students critique the value systems in contemporary Australian society, the reality of oppression and the Christian call to work for justice in the world. The value of each individual’s potential to be involved in promoting justice is emphasized in this unit. Students are encouraged to identify ways in which individuals develop personal responsibility and moral maturity.

Students will then look at the Church and Community through a study of the Church in history. Students develop an awareness of the changing Church with a special focus on the impact of the Second Vatican Council on the Church today.

The students develop a greater understanding of the nature of Prayer, Liturgy and Sacraments through these celebrations. They prepare and participate in various expressions of private prayer, communal celebrations and Christian meditation.

In the study of Texts and Traditions, the place of texts and their literary forms are studied within a religious tradition, exploring the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. Students are exposed to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. Students will also explore how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

Extension Opportunities
- Social Justice Programs
- Seeds of Justice Program with other Mercy Schools
- Year 10 Reflection Day
- Planning and participating in liturgy, prayers and reflections

Assessment Tasks
Students are required to complete a variety of assessment tasks which include:

- Written reflections
- Analytical responses
- Research tasks
- Oral presentations
Science

The Big Ideas of Science

Duration: two units (all year)

Strands
- Science Understanding
- Science Inquiry Skills

Learning Focus
The Big Ideas of Science is designed to give a solid foundation in a range of Science disciplines and a pathway into each of the four VCE Science subjects: Biology, Chemistry, Physics and Psychology. Students will explore the big ideas of each of the four Sciences in the following five core units.

The Biology unit focuses on the science of genetics and evolution. Students will learn how information is passed on from generation to generation and investigate some of the ethical issues that have arisen in this area as technology has advanced in recent times.

Through the Chemistry unit, students will unlock the power of the periodic table; exploring the extent to which it can be used as a tool to understand atomic structure and predict chemical bonding patterns as well as the properties of compounds formed.

In the Psychology unit, students will learn about the fundamental process of scientific methodology by studying human behaviour. They will also investigate the various roles and responsibilities of psychologists in today’s society.

In the Physics unit, students will explore Newton’s laws of motion. They will discover the science behind everyday phenomena and the practice of elite sports. Here again, students will utilise their knowledge of the scientific method to conduct a detailed investigation.

In the Environmental Science unit, students will study the carbon cycle and investigate the human impact on phenomena such as the Enhanced Greenhouse Effect and global warming. They will research actions that could exacerbate or remediate this environmental issue.

In addition to these core topics, students will study two applied science topics that look at one area of science in more depth with a real world context. The application of this field and the ethics of the technology will be explored.

Assessment Tasks
- Tests
- Research task
- Practical reports
- Student-designed investigations
- Debate
- Examination

Foundation Science

Duration: one unit (one semester)

Strands
- Science Understanding
- Science Inquiry Skills

Learning Focus
Foundation Science is not intended for students who are considering studies of VCE Biology, Chemistry, Physics or Physical Education.

This unit gives students an introduction to the study of Genetics and Psychology. Students will study genetic inheritance and consider the ethical issues that have arisen as the technology in this area has advanced. In an introduction to Psychology, they will look at the breadth of focus of this discipline and its application in various
fields. They will study the structure and functioning of the brain and the processes involved in memory and motivation.

In the preparation for carrying out an Extended Research Activity on a Psychology topic, students will gain an appreciation of the importance of good scientific method and the appropriate use of statistics to present and analyse the data collected.

- **This subject should not be undertaken in addition to Big Ideas of Science at this level.**
- **Students who undertake Foundation Science will not be able to do VCE Psychology Units 3 & 4 in Year 11 but can study VCE Psychology Units 1 & 2 in Year 11, and then Units 3 & 4 in Year 12.**
- **Students who enrol in Foundation Science should not also be enrolled in VCE Physical Education Units 1 & 2 in Year 10.**

**Assessment Tasks**
- Tests
- Practical reports
- Extended Research Activity
- Presentation
- Examination

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**Enhanced Biology (Accelerated Study)**

**Duration: one unit (one semester)**

**This elective is a pre-requisite for students wishing to undertake VCE Biology Units 3 and 4 in Year 11.**

This unit has been developed to incorporate the essential concepts from the current VCE Biology Units 1 and 2 courses that best prepare students to accelerate their study of Biology.

**Cells and Functioning Organisms**

Just as the life of a human begins with a single cell, so too does the life of all living things; plants, animals, bacteria and fungi all share this basic building block of life in common. In this unit, we will uncover why similarities and differences exist between humans and all other living things by investigating the inner-workings of the cell. We will investigate cell reproduction and the modes by which biological information is transmitted from generation to generation. We will also analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.

**Learning Outcomes**
1. Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
2. Explain the relationship between features and requirements of functioning organisms.

**Assessment Tasks**
- Summary reports of practical activities
- Scientific investigation poster
- Data analysis and problem solving
- Tests: multiple choice and short answer
- Examination

**Entry**

As this subject is an accelerated pathway, students will therefore need to apply to undertake this study and have their application approved by the College. Note that students studying Enhanced Biology must also study Year 10 Big Ideas of Science in Semesters 1 and 2. Satisfactory completion of this unit does not guarantee acceptance into Units 3 & 4 Biology in 2018. Students would need to demonstrate a high competency in this unit before being approved for further acceleration.
## Summary of VCE Units to be offered at OLMC in 2017

### YEAR 10 2017 VCE SUBJECTS OFFERED

<table>
<thead>
<tr>
<th>*Units 3 &amp; 4 studies shaded in grey are offered as an accelerated study to Year 11 students</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>*Units 3&amp;4</th>
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<tr>
<td><strong>Design, Arts &amp; Technology</strong></td>
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<tr>
<td></td>
<td>Computing/Informatics</td>
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<td>Media</td>
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<td>Studio Arts</td>
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<td><strong>School-Based VET</strong></td>
<td>Sport and Recreation Cert III</td>
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# Personal Subject Selection Planner

### Year 10 2017

<table>
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<th>Study</th>
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<td>Religious Education</td>
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<tr>
<td>Health &amp; Physical Education</td>
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<tr>
<td>Civics / Inquiry / Citizenship and Enterprise / VET Allied Health:</td>
<td>Civics / Inquiry / Citizenship and Enterprise / VET Allied Health:</td>
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<td>Elective 2:</td>
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### Proposed VCE Selections

#### Year 11 (Units 1 and 2) 2018

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<th>Study</th>
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<tr>
<td>Religious Education</td>
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<tr>
<td>English or English Language</td>
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<tr>
<td>Elective Study 1</td>
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<tr>
<td>Elective Study 2</td>
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<tr>
<td>Elective Study 3</td>
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<tr>
<td>VET or Elective Study 4</td>
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<td>Accelerated or Elective Study 5</td>
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#### Year 12 (Units 3 and 4) 2019

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<td>Religious Education</td>
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<td>English, English Language or Literature</td>
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<td>Elective Study 1</td>
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<tr>
<td>Elective Study 2</td>
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<tr>
<td>VET or Elective Study 3</td>
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<td>Uni Extension or Elective Study 4</td>
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