



A Guide to Year 10 SUBJECT SELECTION 2010

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INTRODUCTION

During Year 10 at Scotch College students will continue an exciting and important phase of secondary education – the middle years. Their experiences and achievements in Years 9 and 10 will assist them in making sound decisions about what they will study in the vital VCE years and beyond. While there continues to be a set of core studies, English, Mathematics, Science (which is composed of trimesters of Biology, Chemistry and Physics) and a combination of Christian Education and Physical Education, including Health Education, they will have the opportunity to select from a range of semester length elective units as well. These elective units provide an introduction or a continuation, from Year 9 studies, to areas of study that often lead to VCE Units. Year 10 electives allow students to explore their strengths and their preferences before committing to a subject in VCE.

Three elective units may be selected for each semester. It is important that students make good use of these elective units, exploring a range of possible subject and semester combinations. Each student will be guided in the course selection process by his House Tutor, who will act as a mentor on the student's behalf. This process will assist each student in his decision-making. He will be able to obtain advice from not only his House Tutor but also the Head of Year and Course and Careers Services. Students may also seek information from their Class Teachers and Heads of Department.

YEAR 10 CURRICULUM ASSOCIATIONS

SEMESTER ONE

Maths	English	Science	CE	PE	Elective	Elective	Elective
6	5	5	2	3	5	5	5

SEMESTER TWO

Maths	English	Science	CE	PE	Elective	Elective	Elective
6	5	5	2	3	5	5	5

Students are not expected to commit themselves to a set of VCE subjects until towards the end Year 10; however they should make use of the opportunity provided by the Year 10 electives to become better informed and familiar with subjects that may develop into the focus of their VCE studies. Planning grids including Year 10 and VCE can be found at the end of this document. All VCE studies at Scotch College have a Year 10 subject that leads to it.

Some issues that every student entering Year 10 should consider:

Continuing LOTE - in addition to the inherent benefits of studying a language other than English, Unit 3/4 LOTE studies attract 'bonus' points toward the study score.

Selecting Year 10 and VCE Units:

- Because of personal interest
- That maximize academic strength and learning styles
- That lead to desired tertiary and career pathways
- That prepare one for a changing global community

As many of the Year 10 electives have been very popular in past years, all students must list their selection in order of preference. Timetabling is a complicated and complex process that sometimes creates clashes and thus difficulties in meeting all the wishes of every student. Nonetheless, meeting each student's requests is the goal of the timetabling process at Scotch College.

Please contact Mr John Prior, Head of Year 10 (2010) or Mr Ken Wheat, Head of Upper School if you have any queries about this guide or the process of subject selection.

YEAR 10 SUBJECTS & UNITS

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RATIONALE

Art promotes creativity and imagination, exercises the emotions and intellect simultaneously, encouraging self expression and individuality while promoting social skills and responsible actions.

STUDENT OUTCOMES

- develop sensitivity to the environment through discriminatory selection
- stimulate development according to each student's potential
- encourage lateral thinking and communication skills
- allow a student to gain confidence in his ability, cultivating his individuality
- clarify and extend students' conceptual knowledge
- establish standards and values relating to his cultural heritage

COURSE CONTENT

The course will explore a wide range of art materials and techniques to find visual solutions to a problem or theme set for the class. Whilst painting and drawing in their various forms are central to the course, students will create a major work drawn from the following areas: sculpture, ceramics, three dimensional studies, printmaking, airbrushing. All students will complete a unit in investigating photography and printing techniques. Editing of images is done on Photoshop. The theoretical aspects of Art deal with gaining an appreciation for fine art in contemporary society as well as from past cultures.

ICT SKILLS

Fine Art theory will be related to the particular practical activity being undertaken. The students will be required to use the Internet to research artists and art movements, presenting their work as a Microsoft Word and/or PowerPoint Display. Editing of images is done on Photoshop.

ASSESSMENT

- Finished Art Work/Folio
- Design and Development Journal
- ICT Application/Research Assignment
- Examination

RATIONALE

Studio Arts provides the framework for the establishment of effective art practices through an understanding and application of the process of design. Students are introduced to a range of forms of studio production. They learn to generate, explore and communicate their ideas through specific studio forms and develop specialised skills in a range of media and techniques.

STUDENT OUTCOMES

- Encourage lateral thinking and communication skills
- Stimulate the student's creative skills and develop confidence in design
- Expose the student to a wide variety of media and techniques, relating the experience to the current technology used in society
- Develop the ability to be discerning and have constructive views in regard to the design of artworks, architecture, domestic products, advertising and fashion

COURSE CONTENT

Practical work will include experiences designed to introduce students to design and fabrication skills as applied to media such as, jewellery, sculpture, industrial design, graphics, digital imaging, photography, painting and drawing.

The theoretical aspect deals with the evolution of specific media and techniques and the current trends in industry as related to professional practice. This theoretical component will be viewed through the appraisal of past and contemporary artwork

ICT SKILLS

Fine Art theory will be related to the particular activity being undertaken. Students will be required to use the Internet to research artists and art movements, presenting their work as a Microsoft Word and/or PowerPoint Display.

ASSESSMENT

- Finished Art Work/Folio
- Design and Development Journal
- ICT Application/Research Assignment
- Examination

RATIONALE

Visual Communication and Design (VCD) consist of training in visual literacy and practical problem solving using graphic techniques. It aims to translate often confusing verbal or written information into a clear, universal and visual language. VCD satisfies the needs of specific clients and solves design problems.

STUDENT OUTCOMES

- Develop an understanding the use of graphics to communicate
- Learn to analyze, interpret, understand and appreciate visual
- Learn to solve communication and design problems creatively and imaginatively using graphic tools, drawing systems and the design process
- Learn drawing and computer imaging to develop visual thinking and expression
- Understand the role of graphics in industry and in the wider world

COURSE CONTENT

Students are introduced to the major concepts of VCD and taught the drawing systems and rendering techniques required to solve visual problems. Students will study the communication of ideas and factual information by graphic means such as charts, diagrams, symbols and specialized drawing techniques as employed by draughtsman, designers, technical/scientific illustrators and journalists. It is expected that on completion of the course students will have developed an awareness of elements and principles of design.

Major projects will require independent research and investigation resulting in the production of both two and three dimensional solutions which conform to the given design briefs. Themes will be developed from areas of product, packaging or construction design. Skills in freehand, conceptual and observational drawing will developed along with rendering and model making. Topics will include: packaging (toiletries and food with surface decoration), product (a domestic appliance, furniture, timepiece and automotive design and construction (interior and garden, industrial/commercial/domestic housing as well as kitchen design).

ICT SKILLS

Students will explore the use of computers to solve design problems using computer-generated graphics. They will learn to use drawing programs such as Illustrator and image manipulation packages such as Corel PhotoPaint and Photoshop. It is important that students plan their design layout books before proceeding to design on the computer. They will use the computer to create layout presentations such as CD covers and create examples of paraline drawings. CAD drawing programs such as Google Sketch Up will be used to explore orthogonal drawing (2D) and 3D modeling and construction.

ASSESSMENT

- Finished Art Work/Folio
- Design and Development Journal
- ITC Application/Research Assignments
- Examination

RATIONALE

Christian Education is taught at all levels throughout the School. It provides opportunity for students to examine the foundations and principles of Christian faith. The Christian Education curriculum seeks to apply a Christian perspective to the personal development of the individual, to ethical problems and moral dilemmas posed by modern society. Issues relevant to students are considered through an approach that seeks to re-evaluate Christian beliefs, attitudes and values. It is hoped that each student will develop the ability to identify and analyse Christian beliefs and their application both critically and sympathetically.

STUDENT OUTCOMES

- Have a more thorough knowledge and understanding of the Christian faith.
- Have an understanding of life's meaning and purpose from a Christian perspective.
- Have the ability to identify and evaluate Christian beliefs and their application to a variety of primarily adolescent specific life situations
- Have a better understanding of the ethical and moral dilemmas posed by modern society, especially in the adolescent context.
- Have a deeper appreciation for the complexity of human relationships and be better equipped to develop and maintain healthy relationships.
- Have a detailed understanding of the various risks associated with sexual activity.
- Be more informed about the dangers of alcohol and drug use and abuse.

COURSE CONTENT

The personal development work commenced in Year 9 is extended in Year 10. Building on this foundation students are encouraged to reflect on a variety of human development issues. The topics considered address a range of significant adolescent issues including: healthy relationships, self-image, personal morals, sexual choices, contraception, death, spirituality, depression, coping with stress and assertiveness. A number of the topics raised are designed to complement the work done at this level by the Drug and Alcohol Foundation and the personal development day held in conjunction with one or two girls' schools at the end of Term 3.

ASSESSMENT

Written reports are provided at the conclusion of each semester.

RATIONALE

Commerce is increasingly becoming internationalised. Barriers to trade are disappearing with goods, money and people moving from country to country with relative ease. Being successful in business and commerce requires knowledge and understanding of different cultures, economies and people. As over seventy per cent of Australia's trade is conducted with Asia, this course has an Asian focus. Its intention is to develop an awareness of the importance of cultural understanding for the success of commerce and business in today's globalised world.

STUDENT OUTCOMES

- Understand the commercial relationships Australia has developed over time
- Identify the different measures of economic growth
- Investigate and comprehend the changing nature of international relations
- Develop specific knowledge of an Asian country through a case study examining its economy, culture, history, government and society
- Develop an understanding of cultural barriers to trade and commerce
- Develop, in small groups, an international business proposal
- Establish teamwork skills using DFAT's business export competition

COURSE CONTENT

- Commercial relationships (historical and contemporary) – This topic will examine the commercial relationships Australia has developed, predominantly since colonisation. It will begin with consideration for the indigenous economy and conclude with an investigation of relations with current and future super powers America and China.
- Asian countries (their growth and relevance to Australia) – This topic would continue with an examination of Asia's relevance to Australia's commerce. It will involve a case study of an Asian country's culture, government, and society and consider its commercial relevance to Australia.
- China – history, culture, economy and trade relations with Australia. This topic will extend the concept of Asia's economic importance to examine the significance of China to Australia and the world's economy. It will incorporate study of business opportunities in one of the world's largest and fastest growing economies.
- The global village (Australia's place) – How important is cultural diversity and understanding in developing effective commercial relationships? Are trade relations affected by historical/military links? This topic will examine these and other questions regarding Australia's place and role in the 21st century.
- Business links and markets in Asia – This topic will investigate the current and future commercial and business opportunities within the Asian region.

ICT SKILLS

Students will develop ICT skills through the use of generic software such as Microsoft Word, PowerPoint and Excel. They will be exposed and involved in Web quests, Internet searches and online quizzes and games.

ASSESSMENT

- Applied exercises: (topic tests, PowerPoint presentation and homework)
- Case study
- Report on (international business proposal)
- Examination

RATIONALE

Modern Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. It will investigate the keys to successful business management utilising case studies from large business organisations. It will expose students to the concept of management and will lead into studies of accounting, economics, legal studies and business management.

STUDENTS OUTCOMES

- Develop an understanding of the importance of large corporations to the level of economic activity
- Develop word processing and design skills through the development of advertisements and research activities
- Develop communication and management skills through mock interviews of employees and case studies
- Complete interest rate and other simple financial calculations
- Examine successful marketing campaigns, develop, present a marketing plan for a new product
- Identify and evaluate different management practices
- Improve their level of financial literacy

COURSE CONTENT

Big Business: This topic will examine the emergence of large-scale organisations and their relevance and importance to the Australian economy.

Assessment of Business

Performance: This topic will investigate ways of measuring business performance.

Human Resource

Management: This topic will consider the complexities of managing a business key resource; its people.

Management Styles and Skills:

This topic will provide an overview of different management styles, including their strengths and weaknesses.

Marketing:

This topic examines the principles and concepts underlying the marketing process. Examples of successful marketing campaigns will be studied as will key marketing concepts. A key component of each student's assessment will be their marketing assignment where they will develop a marketing campaign for a new product.

ICT SKILLS

Students will develop ICT skills through the use of generic software such as Microsoft Word, PowerPoint and Excel. They will also be exposed and involved in Web quests, Internet searches and online quizzes and games.

ASSESSMENT

- Applied exercises (topic tests, mini-assignments and homework)
- Marketing Assignment
- Examination

RATIONALE

This course is developed around the theme of running a small business. Its aim is to introduce students to some of the basic concepts underlying small business while exposing them to concepts that lead into accounting, economics, legal studies and business management. It takes a practical approach utilising case studies of successful small businesses. Students are required to conduct an investigation of an existing business and will investigate the possibility of a class based business activity.

STUDENTS OUTCOMES

- Develop an understanding of and identify different business structures available for commercial operations in Australia
- Investigate a range of small businesses and evaluate their success or failure
- Develop basic bookkeeping and accounting skills
- Examine and gain an appreciation of the legal issues relevant to small business operation in Australia
- Develop communication skills through interviews with small business owners/managers
- Establish key financial management skills relevant to a small business
- Plan and run small business activities with a group of 4-5 students

COURSE CONTENT

- Selecting a business structure – This topic will examine the different business structures applicable to businesses.
- The law and small business - This topic will examine the legal requirements necessary to setup and run a small business.
- Prices and costing - This unit will examine the role of pricing and costing in the successful operation of small business.
- Basic book keeping for small business - This topic will introduce students to the fundamentals of financial recording. Use of basic financial management software will be incorporated into this topic.

ICT SKILLS

Students will develop IT skills through the use of generic software such as Microsoft Word, PowerPoint, Excel and Quicken (an accounting package). They will be exposed and involved in Web quests, Internet searches and online quizzes and games.

ASSESSMENT

- Applied exercises (topic tests, mini-assignments and homework)
- Small Business Assignment (an individual investigation and report of a small business)
- Examination

RATIONALE

Design and Technology seeks to develop both the intellect and the skills through the processes of designing, producing and evaluating. Central to these tasks is the acquiring and developing the knowledge and ability to solve problems through the use of technology such as electronics. Integrated with the learning experiences will be the skill and ability to communicate effectively in writing, speaking, sketching and drawing about the processes of designing and making in electronics. It is a course that assumes prior experience and skills at Year 7 and 8 but boys who have a particular interest are encouraged.

STUDENT OUTCOMES

- To further introduce the boys in each class to the nature of electronics in modern society and its usefulness in solving control problems.
- To give the boys the opportunity to design and make electronic circuits.
- To work with confidence in a technical place with regard for health and safety.
- More complex practical projects involving a variety of both analogue and digital components which will teach a range of skills and content to do with circuit design, component compatibility, testing, fault diagnosis, tools and machines.
- To reflect on processes, evaluate success and suggest improvements after testing.
- Design folio for each project.
- Research assignments.

COURSE CONTENT

Digital Electronics:	Students will be working with programmable IC's and kits that have been developed by our department in order to gain an understanding of modern electronics.
Logic Probe:	Students will make a logic probe for circuit testing and design and build a housing for it.
Further Robotics:	A more advanced robot kit will be made and re-programmed.
CAD/CAM:	Students will be introduced to working with computer aided design and computer aided manufacture.

ICT SKILLS

Using a PC the students will complete some of their folio research using web browsers.

The boys will use ProDeskTop to produce 2D and 3D images of their solutions for presentation and for working drawings. Control of machines for electronics using the computer, for example programming traffic lights and programming chips for digital electronics.

ASSESSMENT

- Class work
- Homework
- Research Assignment
- Examination

RATIONALE

To introduce students to the realm of Product Design, this will involve learning sketching, shading and rendering techniques to create realistic images of products and concepts. Students will also learn modelling and shaping techniques to bring their concepts into finished form as realistic products.

STUDENT OUTCOMES

- Basic Graphics – elementary pictorial sketching (oblique, isometric, perspective).
- Simple orthographic projection using traditional equipment.
- Elementary shading and rendering.
- Basic scale modelling.
- Use of bluefoam, cardboard, and other materials.
- Use of simple shaping tools.
- Prototyping and selection of 3D option.
- Ergonomics.
- Assessment of ergonomics in an existing product.
- History of Design: some famous designers and their work.
- Design and recycling.
- CAD/CAM: use of ProDeskTop package and computer controlled router.
- Design folio for each project.
- Completed models.

COURSE CONTENT

Lighting theme: Students will investigate the history and theme of lighting. They will design and make a low-voltage system, model it and then design it in workshop materials. A substantial quality folio and product are expected.

ASSESSMENT

- Graphical and practical modelling
- Class tests
- Assignments
- Examination

RATIONALE

Design and Technology seeks to develop both the intellect and skills through the processes of designing, producing and evaluating. Central to these tasks is acquiring and developing the knowledge and ability to solve problems through a variety of materials and media. Integrated with the learning experiences will be the development of skill and ability to communicate effectively in writing, speaking, manufacturing, sketching and drawing. This unit provides opportunities for developing skills demanded in many professions.

STUDENT OUTCOMES

- Work safely, co-operatively and responsibly in a school workshop.
- Safely use a range of more complex hand tools and machines.
- Use a range of fasteners and fixtures appropriate to the projects at hand. This should include a knowledge of self tapping screws, particle board screws, pan head and countersunk, a variety of hinges, pop and solid riveting techniques etc.
- Plan a project from writing a design brief describing the problem through ideation, development and researching manufacturing techniques to evaluating and reflecting on the success of the process.
- Develop skills in presenting ideas and thinking in a creative and stimulating manner in folios as a record of solving practical problems and developing solutions.
- Design folio for each project.
- Completed models.

COURSE CONTENT

- Bauhaus Design:** The theme of the Bauhaus will be used to design and manufacture a clock. A variety of Materials will be used from steel to wood, welding, brazing and mechanical joining techniques will be learned.
- Furniture:** The class will design and make a small item of furniture. The project must be limited due to time constraints. Wood and/or steel, aluminium or plastics, or a combination may be used. A folio explaining the brief, research design, ideas and manufacturing is expected.

ICT SKILLS

Using a PC the students will complete some of their folio research using web browsers. The boys will learn how to use ProDeskTop to produce 2D and 3D images of their solutions for presentation and for working drawings.

ASSESSMENT

- Project work
- Class work and homework
- Design work
- Examination

RATIONALE

This subject provides the opportunity for students to explore the skills of character acting while discovering how performance has developed through time to become theatre, as we know it today. Specifically, we practice the diverse range of acting and improvisation skills required to create interesting characters on stage. The transformation of one's self to become another character; the development of dramatic elements and the application of particular theatrical styles are fundamental to this unit. These processes will take place through guided improvisation as well as through the use of chosen scripts. Year 10 Drama gives students a wide range of practical experiences in the application of these skills while developing individual and group performance skills through improvisation. Performance work will draw upon students' own lives and experiences and will investigate different cultures and ideas as we develop our understanding of the actor's craft.

STUDENT OUTCOMES:

Aims are to develop:

- An interest and enjoyment in performing a variety of performance styles
- Specific skills in character improvisation
- An understanding of characterization and the transformation of self to become other characters
- The use of vocal and physical expressive skills
- An understanding of the use of dramatic elements and the main conventions of theatre
- An understanding of the actor/audience relationship
- An appreciation of actor's responsibilities in performance
- Both solo and ensemble performances based on a variety of stimulus
- An understanding of the processes of working in ensemble and of the social skills
- Required when working creatively with others
- Writing skills necessary to analyse improvised and scripted performances

COURSE CONTENT:

The following units will be studied:

- Creation of character through improvisation
- Creation of character from script
- Developing an ensemble performance for examination

The content will be delivered through group and individual tasks, focusing on both script and self devised work. Students will create both ensemble and solo performances.

ICT SKILLS

- Basic word processing for script writing
- Online research tools
- Multimedia integrated into performance

ASSESSMENT

- End of semester performance task
- Stagecraft skills
- Class performance skills
- Written tasks

Pathways to later years: This unit bears direct relevance to VCE Units 1-4 Drama in Years 11 and 12.

RATIONALE

This study of theatre involves students in the interpretation through performance of playscripts in both naturalistic and non-naturalistic performance styles. Theatrical productions are a creative co-operation between several areas of expertise. To create meaningful theatrical experiences, we need to understand the collaborative process that exists between writers, actors, designers and others involved in areas of stagecraft. Students will explore working both as actors to develop performance skills and as designers/creators to develop a deeper understanding of the communication of meaning through areas of stagecraft. Students will work with design in the stagecraft areas of set, props, lighting, sound, costume and direction in order to increase their understanding of how to make meaning through performance.

STUDENT OUTCOMES

Students will learn to:

- Analyse a creative problem to then create a practical solution using areas of stagecraft, including acting
- Interpret a script through performance and theatrical designs
- Develop acting skills appropriate to the performance tasks undertaken
- Manipulate the practical elements of direction, lighting, sound, costume, makeup, properties and set design in order to create meaningful theatrical experiences
- Develop an understanding of the use of dramatic elements and theatrical conventions in performance
- Develop an understanding and appreciation of the actor's responsibilities in performance
- Develop an understanding of the processes of working in ensemble and the social skills required when working creatively with others

COURSE CONTENT

Basic to the course is learning how to create an interpretation in terms of its broader stagecraft potential. Students will be presented with both performance and stagecraft problems and will be required to develop a creative solution to both existing playscripts and created work. Students will work as both performers and designers in order to create performances which enhance the meaning of the subject matter. Students will be involved in practical activities in order to develop an understanding of the manner in which areas of stagecraft can enhance the meaning of both existing and devised work.

We will define the various roles associated with areas of stagecraft and demonstrate how they must interrelate within a design concept born out of a play's specific needs. Students will practically explore areas of stagecraft, including acting, in order to manipulate these to enhance the meaning of playscripts.

This unit will be divided into sections exploring either different existing scripts or creating scripts based on a design brief, with students working as either performer and/or designer. Necessary stages in each task will include; studying the script, working with a team of designers working with to develop a solution to the design task, researching and absorbing the range of resource material, followed by drafting an appropriate design solution in consultation with the design team to establish style, mood and meaning in performance.

ICT SKILLS

This course requires the manipulation of sound, light and digital magery. The recording, editing and mixing of sound effects using mp3 files will use the iTunes program and at least one other sound editing program.

ASSESSMENT

- End of Semester Performance Task
- Stagecraft Skills
- Performance skills
- Written Tasks

RATIONALE

The main purpose of the course is to prepare students for confident and competent study of senior English. The course also aims to build on junior English skills in the main areas of reading, writing, speaking and listening.

STUDENT OUTCOMES

- Develop careful and discerning listening skills.
- Become more confident and competent speakers in a range of contexts.
- Write for a range of purposes, audiences, genres and forms.
- Respond analytically and creatively to a range of texts
- Develop various literacy skills of written expression.
- Develop reading skills through exposure to a range of core and elective texts.
- Develop an awareness of the use and effect of language.

COURSE CONTENT**Reading**

Texts: Students are expected to gain an understanding of the writer's intention, themes and characterisation. Students will learn how to respond to literature through the essay form, active listening and various types of class discussion.

Poetry: Students are expected to gain a more detailed knowledge of poetic form and genre and to be able to link ideas and themes with other literary concepts and texts.

Wide Reading: Students are expected to read books by different authors and in different styles or genres; for example, novels, periodicals and non-print texts.

Writing: Students will be expected to identify broad categories of writing known as personal/imaginative, informative/instructional and argumentative/persuasive. Students will learn how to plan properly, draft and proofread essays. Students will be expected to respond both analytically and creatively to literary texts: novels, plays and poetry. The skills for writing an application and preparing a CV are also taught.

Speaking

and Listening: Students are expected to follow and contribute to discussion; listen attentively and disagree with, as well as respect, other point(s) of view; contribute to group decision and reasoned arguments in structured discussion; and complete at least one individual oral presentation each semester.

ICT SKILLS

Students will research a current issue via the Internet in the library. Using PowerPoint, students will organise an audio-visual presentation of this issue. Students will produce a newspaper format or play program on Macbeth.

ASSESSMENT

- Analytical Writing
- Creative Writing
- Listening and Speaking
- Examination

RATIONALE

Students will study aspects of two principle media forms, film and television. The course aims to familiarise students with a range of issues and some theoretical aspects of each of these forms of media. The course is also designed to provide students with practical skills experience with the production of short films and to provide students with the opportunity to present a film to an audience. Several of the assessment tasks encourage students to reflect critically on issues related to the production, distribution and reception of film through a range of practical and written assignments.

STUDENT OUTCOMES

Understand and analyse the:

- Influence of media in society generally
- Development of the film making techniques and processes
- Development of the film and television industries, in Australia and globally
- Visual and aural language of film and television texts
- Narrative and genre forms used by film and television texts
- Media production processes for film and television texts
- Script and storyboard a short film
- Use a digital video camera, digital still camera, lights and sound equipment to record footage for a film
- Edit recorded audio and video footage into a finished film
- Work together co-operatively in group situations
- Present work to an audience for feedback and appreciation

COURSE CONTENT**Introduction to**

Media: The importance of media, the history of communication media, the history of film making techniques and processes and the history of film and television industries

Analysis of Film

and Television Texts: The language of film and television, the narrative and genre forms of film and television texts: westerns, sci-fi and soaps, the production processes for film and television and the viewing patterns and effects of film and television texts.

Production

of a Short Film: *Pre-production:* scripting and storyboarding a short film.
Production: shooting with digital video cameras, still cameras, lights and microphones.
Post-production: video editing and mixing of soundtracks and sound effects.

ICT SKILLS

Research tasks require use of the World Wide Web and online databases. Analysis tasks require use of concept mapping software such as Inspiration. Use of a word processor is encouraged. Digital video and sound recording equipment is used intensively. Post production is achieved using the Apple iLife Suite (iMovie, iPhoto, Garageband and iTunes)

ASSESSMENT

- Assignments
- Film Analysis
- Film Production
- Examination

RATIONALE

This unit is offered to encourage and to extend capable English students in their reading and study of a wide range of literature. It requires students to make a detailed study of the main literary forms and to work to develop their literary skills of appreciation and expression through a close reading of text.

STUDENT OUTCOMES**Develop a greater awareness of a range of literature**

- develop an awareness of different 'readings' of text
- develop skills of written and oral expression
- develop a deeper understanding of a range of texts and genres
- develop skills of detailed and close analysis
- develop the ability to construct a detailed and convincing argument

COURSE CONTENT

Poetry:	Students will be exposed to a range of poetic forms including the lyric, narrative, blank verse and sonnet. Particular emphasis is placed on showing students how to comprehend and analyse the link between poetic form and meaning.
Short Story:	A number of short stories will be studied in order to investigate the interrelation between form, style and meaning.
Extended Fiction:	A detailed study of one core novel and one play with emphasis on the importance of various structural elements to the meaning of these texts. These include point-of-view, theme, plot, characterisation and various language elements such as imagery, symbolism and irony.
Wide Reading:	Students will be directed toward a range of literature beyond the core texts through a recommended reading list. It is an expectation of the course that students will establish and maintain an appropriate personal wide reading regime.

ICT SKILLS

While this unit will continue to utilise more traditional oral and written communication technology, students will also be expected to develop their skills of word processing, PowerPoint and some internet research.

Assessment

- Literature Review
- Poetry Analysis
- Examination

RATIONALE

This semester unit is designed for boys who wish to extend their study of English and literature through a challenging study of some of the world's great literary works. In addition to a study of a variety of texts in a range of genres, this unit provides an opportunity for boys to pursue their own independently negotiated study of a topic in a field of particular interest to them.

STUDENT OUTCOMES

- develop a wider and deeper range of analytical skills by which to view critically a range of texts and genres.
- develop a more detailed awareness of character, theme, authorial concerns, cultural influences and irony.
- become more confident in both oral presentation and writing a detailed, convincing and sophisticated argumentative essay with evidence based on detailed analysis.
- show an ability to work independently in order to gain a deeper understanding of a particular area of literary interest.

COURSE CONTENT

- An introductory literary study of influential ideas about human nature, society and culture through a selection of great literary works in a range of genres. (Novels, poems and plays).
- A major independent literary project will be designed and completed by each student in negotiation with their teacher.
- Performance: dramatic recitation of a poem and written imitation of a poetic form; a performance reading of an extract of original prose; or an opportunity to participate in a performance of a Shakespearean excerpt in conjunction with the Drama Department.
- The opportunity to engage in specialised workshops and events with either a writer in residence and/or a university guest.

ASSESSMENT

- Literary Review
- Major Literary Project
- Performance
- Examination

RATIONALE:

This unit aims to examine issues facing Australian and global environments including the interaction between people and environments and strategies for better managing environments.

STUDENT OUTCOMES

- describing the main characteristics of the selected issue and where appropriate explaining the underlying processes
- identifying and describing management strategies
- evaluating the effectiveness of these strategies
- working co-operatively with others
- applying oral and written communication skills
- critically evaluating, drawing conclusions and expressing opinions in an informed manner

COURSE CONTENT

- Mountains:** What are mountains? Where are the world's main mountain ranges? What forces shape mountains? What are mountain ecosystems? What is it like trekking in the Nepal? How are Victoria's Alpine National Park and NSW's Kosciusko National Park managed?
- Coral Reefs:** Coral reefs are the most spectacular of all the marine ecosystems. This unit investigates the location and types of coral reef, the coral reef ecosystem, and threats to the ecosystem and how reefs should be managed. Case studies include the Great Barrier Reef and the Caribbean region.
- Managing our coasts:** Why has the Victorian Government introduced a system of marine parks? How should Boating be managed in Port Phillip Bay? What are canal estates? What is the best way of managing the dolphins of Port Phillip Bay? How are the Mediterranean and Californian coasts used and managed? What can be done to stop Venice sinking?
- Tourism issues:** What are the characteristics of global tourism? What are the advantages and disadvantages of tourism for Nepal and Bali and other Developing countries? How can negative impacts of tourism be prevented or better managed in Developed and Developing Countries? How important are overseas tourists to the Australian economy? What is ecotourism?

ICT SKILLS

- The Internet for research and analysis
- CD ROM for research, simulations and problem solving activities
- Excel for the construction of graphs and charts
- GIS (Geographic Information Systems)

ASSESSMENT

- Fieldtrip report
- Practical activities
- Examination

RATIONALE:

This unit aims to examine issues facing Australian and global environments including the interaction between people and environments and strategies for better managing environments.

STUDENT OUTCOMES

- describing the main characteristics of the selected issue and where appropriate explaining the underlying processes
- identifying and describing management strategies
- evaluating the effectiveness of these strategies
- working co-operatively with others
- applying oral and written communication skills

COURSE CONTENT

Living with Bushfires: What causes bushfires? What was Australia's worst bushfire? What is the role of technology in fighting bushfires in Australia and California? How do forest fires and grass fires differ? Are bushfires in California and Victoria managed in the same way?

Protecting our

World Heritage sites: What do the Great Wall of China, the Parthenon, the Great Barrier Reef and the Eiffel Tower have in common? What are the cultural and natural world heritage criteria? How does a site gain a place on the World Heritage list?

Managing our

National Parks: Should uranium mining be allowed in Kakadu National Park? How is the park managed to accommodate many tourists? What are the characteristics of Kakadu's different landscape regions? What happens at the Grand Canyon and Yellowstone National Parks?

Livable Cities: Do we need more freeways? How far should suburbia be allowed to spread out from the city centre? How are world mega cities such as New York, Mexico City, London managed? Our cities face critical water shortages – are more dams the answer? If not, what are the alternatives?

ICT SKILLS

- The Internet for research and analysis
- CD ROM for research, simulations and problem solving activities
- Excel for the construction of graphs and charts
- GIS (Geographic Information Systems)

ASSESSMENT

- Fieldtrip report
- Practical activities
- Examination

RATIONALE

Water is one of our most important resources. This unit examines issues associated with the use and management of water resources.

STUDENT OUTCOMES

- Describing the main characteristics of the selected issue and where appropriate explaining the underlying processes
- Identifying and describing management strategies
- Evaluating the effectiveness of these strategies
- Working co-operatively with others
- Applying oral and written communication skills

COURSE CONTENT

El Nino and La Nina: What is *El Niño* and how does it cause drought in Australia? Can *El Niño* be predicted and planned for? What is *La Nina*?

Floods: The 1934 flooding of Gardiner's Creek and the Yarra River saw the floodwaters rise to the steps of the Memorial Hall. What causes floods? How can their impact be reduced? How can they be managed?

Multi Purpose Dams: The Aswan Dam, Egypt; the Boulder Dam, USA and the Upper Yarra Reservoir, Melbourne have brought major benefits. What are these benefits? Have there been problems as well?

Water for Australia In the

Twenty -'Thirst' Century: Internet research on possible sources of water and their potential, including: desalination of

sea water, cloud seeding and harvesting ice bergs.

Mega Dam: The Three Gorges Dam, China. Is one mega dam better than one hundred small dams?

ICT SKILLS

- The Internet for research and analysis
- CD ROM for research, simulations and problem solving activities
- Excel for the construction of graphs and charts
- GIS (Geographic Information Systems)

ASSESSMENT

- Fieldwork report
- Practical activities
- Examination

HISTORY - THE HISTORY OF THE USA

RATIONALE

As the world's dominant power, the United States of America is an important topic of study. It requires an understanding of its history. This Unit is designed to provide insight into American history. It is also intended to develop skills applicable not only to senior history but also wherever analysis and extended writing are required. It is a very useful basis for senior history. This unit can be studied alone or in conjunction with other Year 10 History Electives.

STUDENT OUTCOMES

- enhance analytical and writing skills developed in Years 7-9
- extend skills in the use of the apparatus of humanities research
- use the Internet for research and assessing the quality of sites used
- develop excellent background skills required for the study of History in VCE
- perceive the history of the USA in relation to its current national and world outlook
- develop an understanding of the origins and international significance of American culture and economy
- undertake detailed individual research of aspects of American History

COURSE CONTENT

In the Beginning: Colonization, Independence and a New Nation (~1500-1783)

A Nation Divided: The Civil War and Reconstruction (1783-1865)

The Emerging Giant: Expansion Westward and Growth to World Status (1866-1914)

World Power: The American Century: (1917-1990s)

After the Cold War (1990s to the present)

ICT SKILLS

Of all historical topics, American history is probably the best served on the Internet. Students make use of this source in several assignments. They also use 'Inspiration'.

HOMEWORK

The Unit will have a continuously updated homework component. Text and other material should be read regularly. Class notes and other materials should be maintained in a chronological, topical and orderly manner. Revision in relation to current topics should be done weekly.

ASSESSMENT

- Examination
- Unit Tests
- Research Assignments

HISTORY - CLASSICAL GREEK CIVILISATION [SEMESTER UNIT]

RATIONALE

Ancient Greece is often described as the birthplace of western Civilisation. Many of our political concepts, including democracy and politics, derived from the Greeks, as do ideas about the arts, philosophy, sport and mathematics. That contribution and the context in which these concepts were made are the subjects of this course, which covers the period between the legendary siege of Troy and the death of Alexander the Great. Students are encouraged to follow their own interests in this broad area: they can research topics as diverse as Greek philosophy, Greek seafaring or hoplite warfare.

STUDENT OUTCOMES

- develop an understanding of the rise, climax and decline of one of the great civilisations
- learn about the foundations of modern political and cultural ideas
- build on analytical and writing skills gained in Years 7-9
- develop research skills in the use of primary sources, such as Homer and Herodotus
- extend skills in the use of the apparatus of humanities research, such as footnotes and bibliographies.
- use the Internet for research with the many reputable Greek sites
- develop an excellent background in skills required for VCE History

COURSE CONTENT

- The geography of ancient Greece
- Greece before 800 BCE, including Mycenaean and Minoan Civilisation
- Troy: readings from the Iliad and a study of the archaeological search for Troy
- The growth of city-states examined via simulation of a typical Greek city
- Sparta, with emphasis on the military, social and political features that made it admired and feared
- Athens, with emphasis on its political outlook in the sixth and fifth centuries BC
- The Persian Wars, including Marathon, Thermopylae and Salamis
- The Golden Age of Greece: the 50 years of Greece's greatest cultural and political achievement
- The Peloponnesian Wars: Athens and Sparta vie for dominance, thereby destroying the city-states' system
- Alexander the Great and the Rise of Macedon: Macedonian pre-eminence in Greece- Alexander conquers most of the known world.

ICT SKILLS

In this course, students are required in several assignments to use the Internet as a tool for interpretation and analysis.

ASSESSMENT

- Essays
- Unit tests
- Research assignments
- Examination

RATIONALE

Few if any civilisations match the Roman in their influence on the world. This course seeks to explain and describe in detail the dramatic rise and fall of the empire, which lasted more than 1000 years and still influences elements of our lives as diverse as language, politics and the calendar. In this course students will examine Roman history through a great variety of historical sources. Students will be encouraged to explore topics of their own choosing in a major research assignment on an aspect of Roman history that interests them.

STUDENT OUTCOMES

- develop an understanding of the rise, climax and decline of Rome
- learn about the foundations of modern political and cultural ideas
- build on analytical and writing skills gained in Years 7-9
- develop research skills in the use of primary sources, such as Livy and Suetonius
- extend skills in the use of the apparatus of humanities research, such as footnotes and bibliographies.
- use the Internet for research with reputable sites
- develop a background in the skills required for History in Years 11 and 12

COURSE CONTENT

- The Geography of ancient Italy: location of physical features and ethnic groups
- Legends and early Roman history, including Romulus and Remus, Horatius at the Bridge, Tarquin the Proud
- The birth of the Republic and the 'struggle of the orders', an examination of institutions such as Senate, consuls and tribunes. The struggle between patricians and plebeians.
- Expansion, concentrating on the Punic Wars with Carthage. Rome's struggle to overcome the Samnites, Pyrrhus and Hannibal.
- The First Century BCE, including Marius and Sulla, the Spartacus slave rebellion, the first Triumvirate, Julius Caesar, and Antony and Cleopatra.
- The Empire – Augustus. His rise and reign. The emperors, with special studies of Tiberius, Caligula, Claudius, Vespasian, Trajan and Constantine.
- The decline and fall of the Roman Empire

ICT SKILLS

There is an abundance of academic sites on Roman History on the Internet and students will make good use of in this subject: for example, in an assignment comparing sites on Caesar and in an examination of Internet sources on emperors.

ASSESSMENT

- Essays
- Unit tests
- Research assignments
- Examination

RATIONALE

Contemporary Issues and Politics intends to develop students' political knowledge and awareness through both breadth and depth of analysis of contemporary issues. CIP investigates 'what is making news in Australia today'. It exposes issues of relevance to Australians, to sensitise students to the depth of the issues, to enable them to explore the underlying conflicts and the relevant political processes. The course is designed to be flexible, enabling a changing focus according to changing issues from time to time. The issues chosen will be as relevant as possible to the current political scene and will normally be those currently on the international, federal, or State political agenda.

STUDENT OUTCOMES

- learn to follow and understand news coverage – newspaper, television and radio
- place themselves in the context of the wider world and better understand the human condition in a political context
- develop a sense of personal relevance to the broader world – through studying a range of domestic and international conflicts and problems
- develop a range of understandings and skills to enable them to participate more fully in contemporary debates

COURSE CONTENT

To retain course flexibility and currency, it is impossible to predict the future international and domestic political agenda. However, three broad units will be covered: Australia

- The International Agenda
- The Domestic Political Agenda
- Federalism – the State and federal systems; government of the Territories; the basic outline of federalism
- Parliament and the Executive – Government and Opposition; Backbenchers and Frontbenchers; the public service; Cabinet; the Governor General
- Voting and Voting systems – secret ballot, compulsory voting, preferential voting, proportional representation; safe and marginal electorates, swings

ITC SKILLS

Students will use the Internet for research activities. They will use 'Inspiration' software for one assignment and may use PowerPoint for class presentations.

ASSESSMENT

- Short Reports
- Research report
- Examination

RATIONALE

Conflicts in the Middle East dominate world politics today, so a course on the origins and nature of struggles such as those in the Gulf and Israel is very relevant to a modern education. This course aims to teach students about historical and political developments in the Middle East from the beginning of the 20th Century to the present. In so doing, it will enhance students' writing, analytical and research skills.

STUDENT OUTCOMES

- examine and understand a history of each Middle East nation from North Africa to Iran.
- investigate the impact of World Wars 1 and 2 and the political and economic developments of the 20th Century on the Middle East state.
- examine the impact of Zionism on the Middle East since 1900.
- research and write an essay on one aspect of conflict in the Middle East since World War II.
- investigate the various "Peace Processes" between the Palestinians and Israel since 1993.
- develop an understanding of the different ways to interpret conflict.
- develop and write a model Peace Plan for the Israeli-Palestinian conflict through a UN style conference and role-play.

COURSE CONTENT

Through a study of the history of each nation state in the Middle East, from North Africa to the Holy Lands, to Iran and the Persian Gulf region, the student will form an understanding of the nature and development of the Middle East. Other topics important to understanding the complexity and difficulties of the present Middle East are the impact of the end of World War I on the Middle East, the emergence of Zionism, Arab Nationalism and the politics of oil. The course will connect the above historical study with the following contemporary issues:

- The Arab-Israeli Conflict
- The Rise of Islamic Fundamentalism
- Terrorism in the Middle East and international terrorism
- The role of the United States in the Middle East
- The Gulf Wars of 1980, 1991, Saddam Hussein and the 2003 invasion of Iraq

ICT SKILLS

Students will use the Internet for research activities. They will use 'Inspiration' software for one assignment and may use 'PowerPoint' for class presentations.

ASSESSMENT

- Timeline
- Essay using 'Inspiration' software and make a class presentation.
- Essay writing and note-taking
- Examination

RATIONALE

This subject provides the opportunity for students to develop a better understanding of computer programming through the processes of analysis, design, development, testing and implementation of logical solutions.

STUDENT OUTCOMES

Develop an understanding of the logic required to develop computer programs.

Complete collaborative projects.

Learn the stages of the system development life cycle.

COURSE CONTENT**Simple Programming using some of the following:**

Photoshop:	creating 'actions' and using batch processing
Flash:	creating animations with graphical tools and actionscript
HTML:	simple code for web pages extended with CSS for presentation on a variety of devices
Visual Basic in applications:	Microsoft Word and Excel, creation, editing and testing of macros.
Filemaker Pro:	introduction to scripting and reporting.
Javascript:	programming for the web.

The following design tools may be used for programming:

- algorithms
- flowcharts
- NS diagrams
- structure charts

Students will examine and use the following steps in program development:

- define the problem.
- outline the solution.
- develop the outline into an algorithm.
- test the algorithm.
- code the algorithm.
- run the program.
- document and maintain the program.

ASSESSMENT

- Programming assignments
- Project work
- Examination

RATIONALE

This subject provides the opportunity for students to expand their oral, aural and group dynamic skills and to appreciate these as fundamental to the communication process. Nonverbal and verbal means are investigated in depth through a range of speech making activities designed to enhance students' understanding of the nature of communication. The course aims to invest students with the confidence with which to present themselves in a variety of situations and with the understanding of the critical skills required for effective communication with both individuals and groups of any size.

STUDENT OUTCOMES

- verbal and nonverbal communication
- skills required for effective speech making
- planning and preparation skills
- individual's self-confidence in presentation
- effective conversation techniques
- awareness of different contexts for communicating different ideas
- both individual and group presentations based on a variety of styles
- the collaborative approach when working with others

COURSE CONTENT

Body Language: An examination of the non-verbal, physical communication elements and its significance in human interaction.

Impromptu Speaking: Exploring techniques in responding spontaneously to a given topic, learning the suitable organisational and presentation skills.

The Instructional Speech:

Examining the elements of instruction, both in organisation and presentation, and the importance of providing appropriate detail when communicating.

Role Play: Exploring techniques involved in positive conversation when in different situations.

Solving Activities: Involving tasks designed to promote communication within group situations and within a given time frame.

Presentations: Creating presentations with different foci, each centring on an element of communication under review.

The Voice: Examining how to manipulate the elements of voice for more comprehensive communication.

Major Task: Creating a presentation using of appropriate types of speech, showing an understanding of styles and conventions available to communicate information.

ICT SKILLS

Basic work processing, online research tools and multimedia integrated into presentations.

- Assessment
- Group dynamics
- Class presentations
- Written work
- Final Presentation (examination)

ASSESSMENT

A grade and written report will assess each student's work at the conclusion of the unit. Assessment tasks will include:

- End semester presentation examination
- Class presentation
- Group dynamic skills
- Written work

INTERDISCIPLINARY STUDIES - WEB AUTHORING, COMPUTER GRAPHICS AND ANIMATION

[SEMESTER UNIT]

RATIONALE

Web authoring and design describes the production of digital media for use on screen. In this study students will use multimedia to communicate while engaging in issues of interface and design, combining media and testing the final product. Teachers from the Art and the Information Technology Departments deliver the course jointly.

STUDENT OUTCOMES

- Creating using and critically analysing multimedia and information available from computer networks such as the World Wide Web.
- applying formats and incorporating multimedia material.
- progress from basic presentation of projects to higher degrees of interactivity.
- students will design screens that effectively communicate.
- appreciate differences between design for print, multimedia and the web
- effectively and efficiently use the key software types used for multimedia
- become critical users of on-line information delivery systems
- understanding the role and importance of 'hypertext' in the on-line world.
- understand the role of accessibility and usability on on-line communication.

COURSE CONTENT

- Appreciate the role of the World Wide Web and how pages on the web are distinguished from other forms of media, particularly linear media.
- Consider many factors when developing a variety of browsers and computers.
- Analysis sites on the web from high volume commercial sites to amateur.
- Develop a business site for the web
- Creating content for digital display
- Analysis of designs in print
- Analysis of sites on the web
- Creation and testing of web pages
- Creating a 3600 virtual reality image.

ICT SKILLS

- Use a process of analysis, design, production and evaluation in tasks
- Create, edit, save and back up documents in appropriate file formats
- Enhance file handling and management of files used in multimedia
- Test presentations

Use of templates and cascading style sheets in web page design and creation.

Software includes: Microsoft Word, Internet Explorer and Firefox (web browsers), Adobe Photoshop and Photoshop Elements (image editing), Illustrator (Image creation), DreamWeaver (web authoring and site management), Flash (Animation) and Fireworks and Apple iMovie (Video capture and editing)

ASSESSMENT

- Digital Portfolio
- Project
- Examination

LANGUAGES OTHER THAN ENGLISH (LOTE)

It is expected that in Year 10 students will normally study two semesters of LOTE in order to maintain the sequence of study necessary for admission to VCE LOTE study. Two LOTE Units can be studied through to VCE at Scotch College.

RATIONALE

The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increased globalisation and Australia's cultural diversity. The course aims directly to continue to develop pupils' communicative skills and literacy in the LOTE, and indirectly to promote cognitive growth and divergent thinking. It enables pupils to explore a wider social and intellectual environment, and to encounter different ways of looking at the world.

COURSE CONTENT

Learning a language offers students the opportunity to:

- Use the language to communicate with its speakers
- Understand how language operates as a system and, through comparison, how other languages, including English, are structured and function
- Gain insights into the culture or cultures which give the language its life and meaning
- Consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- Add to their general knowledge
- Enhance their vocational prospects

THE ROLE OF ICT

The use of ICT is a regular part of the LOTE-learning experience at all levels. Some examples are: students create multimedia tasks using generic software such as PowerPoint or Photo Story; the internet is used for communication,

e.g. with e-pals or exchange partners, for research, to locate language (listening, speaking, reading and writing) and intercultural on-line tasks, to access on-line bilingual dictionaries and grammar resources, and to download podcasts

in the LOTE. Some use is also made where appropriate of interactive CDROM software designed to drill, consolidate and extend particular language skills, and of generic software such as MS Word and MS Excel for writing skills, vocabulary lists, intercultural comparisons, etc. Classrooms equipped with a digital projector enable teachers to use live websites as part of the course delivery. Authoring software is also used where appropriate.

ASSESSMENT

- Listening and Speaking
- Reading
- Writing
- Examination

CHINESE (SECOND LANGUAGE)

This level of Chinese is intended for students who have been studying Chinese (L2) in Year 9 or for other students after negotiation with the Head of Chinese.

SEMESTER ONE

Topics: Eating, weather, school life.

Grammar: Giving reasons, offering choices, time duration, describing extreme conditions, aspects, use of often, optional questions, compound sentences, auxiliary verbs, verb phrases, special questions, conjunctions, past tense, present perfect tense, verb phrases, resultative verbs, aspects, subordinate sentences.

Culture: Food, Chinese diet, table etiquette, tourism in China and Taiwan, climate, school, Chinese characters, concept of education.

STUDENT OUTCOMES

Students will learn to:

- Talk about food (home and restaurant)
- Discuss the weather
- Compare situations
- Discuss school (subjects, assessment)
- Seek permission
- Enquire about length of time

SEMESTER TWO

Topics: Asking the way, leisure activities, location and direction.

Grammar: Interrogative words and questions, indefinite numbers, comparison, formulaic expressions, fillers and exclamations, imperative sentences, exclamatory sentences.

Culture: Public transport, religion, Peking and other Opera, Chinese music and orchestra, traditional dances, jade as a cultural concept, food for birthdays and festivals.

STUDENT OUTCOMES

Students will learn to:

- Ask the way
- Discuss means and duration of travel
- Discuss hobbies and interests
- Make comparisons

CHINESE (ADVANCED LEVEL)

This level of Chinese is intended for students who have been studying Chinese (L1) in Year 9, or after negotiation with the Head of Chinese.

RATIONALE

This course meets the requirements of Units 1 and 2 of VCE LOTE – Chinese Second Language and Second Language Advanced.

Students are assessed for their eligibility for one of these two studies using the VCAA eligibility criteria.

TOPICS

These are based on the advice in the VCE Study Design for Chinese Second Language and Second Language Advanced Units 1 and 2.

STUDENT OUTCOMES

Students complete the VCE Unit 1 and 2 assessment tasks for Chinese Second Language or for Second Language Advanced.

FRENCH

SEMESTER ONE

- Topics:** School life, daily routine, school linguistic exchanges, choosing the right course, travel, with special emphasis on French-speaking countries, French regional cuisine and North African cuisine, travel by plane.
- Grammar:** reflexive verbs in present and perfect tenses, reciprocal verbs, irregular verbs s'asseoir & venir, imperfect tense, use of il faut, use of avant de, faire/laisser + infinitive, the imperative, irregular verb boire,

STUDENT OUTCOMES

Students will learn to:

- Talk about daily routine
- Discuss school streams and subjects
- Discuss in which subjects you are good or weak
- Explain your schoolreport
- Discuss an overseas exchange
- Compare French and Australian education systems
- Give and follow instructions and advice
- Organise a holiday in a French-speaking country
- Talk about how things were or used to be

SEMESTER TWO

- Topics:** friendships and relationships, parties, first dates, personalities, going out – music, films, getting around Paris.
- Grammar:** indirect object pronouns, use of venir de, suggestions with si, use of en, word order of pronouns, negative of reflexive verbs, verbs manquer à and plaire à, relative pronouns qui/que/où, preceding direct object agreement, adverbs, negatives ne... plus/personne/jamais.

STUDENT OUTCOMES

Students will learn to:

- Describe someone's character
- Make a suggestion
- Give someone advice (on their first date)
- Say what you do at the weekend
- Help people use the metro in Paris
- Give more detailed information about someone/something

GERMAN

SEMESTER ONE

Topics:	Berlin and Other Big Cities; transport; the environment; youth culture and going out; daily routines; part-time jobs; apprenticeships; careers.
Grammar:	Modal verbs <i>können, müssen, dürfen</i> ; separable verb <i>anrufen</i> ; comparative and superlative; plural dative pronouns; present perfect and subordinating conjunctions; reflexive verbs in the accusative and dative; simple past of <i>haben</i> and <i>sein</i> .
Culture:	Potsdam and <i>Schloss Sans Soucis</i> ; recycling and <i>Der grüne Punkt</i> ; TV in Germany; holiday jobs and pocket money; apprenticeships and training (as opposed to Australian system); German cars.

STUDENT OUTCOMES

Students will learn to:

- discuss holiday destinations and activities
- describe where places are located
- understand directions to places around town
- make arrangements to meet up with others
- discuss modes of transport
- discuss nature and the environment
- make comparisons
- talk about youth culture and going out
- explain their daily routine
- describe where they work and what they earn
- talk about apprenticeships and careers

SEMESTER TWO

Topics:	Daily life and routine; personal hygiene; school life; leisure, nutrition and exercise; going out with friends; cooking; drug abuse; relationships; fashion.
Grammar:	Passive voice; imperatives; modal verbs with separable verbs; articles; nominative; accusative; dative case.
Culture:	Coping with teenage issues; recipes for famous German dishes; peer-pressure.

STUDENT OUTCOMES

Students will learn to:

- make lists of activities they do on normal and special days
- interpret and design a press advertisement
- identify elements of a German recipe
- complete a quiz to evaluate physical fitness
- talk about their leisure activities
- write a news item about recent events
- give an opinion on tattoos and piercings
- summarise and write a short story in German

INDONESIAN

SEMESTER ONE

Topics:	Selamat datang di rumah kami: Welcome to our home. Learning about traditional and modern urban household and living styles throughout Indonesia. Selamat makan: Enjoy your meal. Food and variety of eating styles in Indonesia.
Grammar:	me-verbs, ter-construction, ordering and requesting foods, instructional language (active voice), object focus (passive voice), object focus using third person, expressing opinion, using language of comparison.
Culture:	Visitng an Indonesian home – traditional and modern.

STUDENT OUTCOMES

Students will learn to:

- Use greetings and forms of address
- Conduct a virtual tour of an Indonesian home
- Discuss and describe household duties and one's own home
- Compare houses and activities in Indonesian and Australian households
- Complete an ICT Assignment on a dream home, discussing facilities, rooms and activities
- Order and request food at a variety of eating venues in Indonesia, fast food, local warung, food cart seller (Pedagang kaki lima), restaurants of various kinds
- Follow and give directions of a recipe
- Research and cook an Indonesian meal for the family: chef for the night
- Role play an Indonesian drink creation demonstration for a simulated TV show
- Design a website for an Indonesian restaurant

SEMESTER TWO

Topics:	Mau bertamasya di Yogyakarta? Would you like to go on a sightseeing visit of Yogyakarta? The city of Yogyakarta and its varied cultural attractions. Sakitapa. Describing symptoms of illness, alternative treatments, traditional and modern, role of diet and exercise in maintaining health.
Grammar:	Object focus/passive voice in first and second person, me verbs, me-kan verbs, pe-an nouns, reciprocal me – verbs, instructional language (active voice), varied linguistic uses of sakit, expressions of regret and hope.
Culture:	Safeguarding health in the tropics, dealing with illness, maintaining health and fitness.

STUDENT OUTCOMES

- Identify and describe a famous street scene in Yogyakarta
- Describe processes: making a kite, batik, wayang kulit
- Produce a tour itinerary brochure as an ICT assignment on the cultural and tourist attractions of Yogyakarta
- Produce a tour guide script for three famous tourist attractions in Yogyakarta
- Identify and describe symptoms of illness
- Complete a patient profile, script and doctor's certificate
- Follow directions for use of medicine, traditional jamu and modern medicine
- Identify claims in an advertisement for a medicinal product
- Evaluate eating habits and fitness levels

ITALIAN

SEMESTER ONE

Topics:	ecology, environment, eco-tourism, weather, grocery shopping, cooking and food, tourism, travel, public transport, train travel, sightseeing in Rome
Grammar:	reflexive verbs, irregular verbs “dire” and “volere”, prepositions, partitive article, direct object pronouns, “ed” and “ad”, perfect tense, irregular past participles, impersonal “si”, forms of “to know”, modal verbs, the comparative, negative expressions, pronouns “ci” and “ne”, “-ista” nouns.
Culture:	Italy as a tourist destination.

STUDENT OUTCOMES

- Talk about the weather
- Use the 24 hour clock
- Describe daily routine
- Request, locate and purchase grocery items
- Talk about favourite leisure activities
- Talk about past events
- Seek information about public transport
- Plan a trip
- Make an appointment to do something
- Make comparisons
- Ask for “some” things

SEMESTER TWO

Topics:	fashion, clothing, colours, work experience, occupations, using the telephone, at a restaurant, Venice, parts of the body, at the doctor’s, at the pharmacy, booking a hotel room, Florence, the Renaissance. The Risorgimento.
Grammar:	reflexive verbs – with modals, perfect tense - direct object pronouns, irregular verbs “uscire, dare, piacere”, indirect object pronouns, object pronouns with perfect tense, the imperfect tense, use of past tenses, the imperative, irregular nouns, the future tense.
Culture:	A region of Italy.

STUDENT OUTCOMES

- Talk about work experience
- Talk about work you would like to do in the future
- Describe clothing
- Purchase clothing
- Conduct a phone conversation
- Plan an outing
- Order at a restaurant
- Describe what you used to do
- Give instructions
- Make purchases at the chemist’s
- Withdraw money from the bank
- Book accommodation

MATHEMATICS - [FULL YEAR CORE]

Mathematics touches on many and varied aspects of our lives. It has applications in many activities and provides a universal way of solving problems in areas such as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics may enhance both our understanding of the world and the quality of our participation in society.

At Year 10 there are four levels of study in Mathematics:

1. Foundations Mathematics, which allow students who have previously found the subject difficult to focus on topics that are applicable in everyday life. Students taking this course may still aim to study Further Mathematics (but not Mathematical Methods) in Year 12.
2. Analyse classes, which provide a standard course.
3. Advanced Analysis classes, for the more able students, which provide additional course content.
4. Enhancement Mathematics, for a small number of invited students which covers most of Mathematical Methods Units 1 and 2.

By studying mathematics students will work towards:

Acquiring skills and knowledge to cope well in daily life. Developing knowledge and skills for employment, further study and interest being able to interpret and communicate quantitative and logical ideas accurately. Using technology to support the learning of mathematics, and in carrying out mathematical activities in context.

Students will engage in activities that develop:

- Knowledge of facts and technical skills;
- Depth of conceptual understanding;
- Ability to communicate using clear and precise mathematical language;
- Ability to tackle non-routine problems systematically;
- Ability to conduct investigations using mathematics;
- Logical reasoning and a conception of nature of proof;
- Practical ability in measuring and estimating;
- Sensible use of calculators and computers;

COURSE CONTENT

Semester 1

Algebra
Surds
Linear Relations
Quadratic Relations
Indices
Congruence and similarity

Semester 2

Surface area and volume
Trigonometry
Probability
Calculator Programming
Circle Geometry
Simultaneous Equations

ICT SKILLS

Students will use the TI-nspire (CAS) calculator and become familiar with its basic operations, graphing features, 'solver' and programming. Students studying Analysis and Advanced Analysis use Cabri-Geometry for investigations. Regular problem solving assignments will be an integral part of the course.

HOMEWORK

Students normally have Mathematics homework each day which reinforces the work covered in class during that day.

ASSESSMENT

1. Examination (facts, skills and applications)
2. Examination (analysis or advanced analysis)
3. Problem Solving
4. Class tests

Foundation Mathematics

1. Problem Solving
2. Work Skills
3. Examination

Enhancement Mathematics

1. Projects
2. Work Skills
3. Examination

RATIONALE

The music craft course will run for one semester and is designed to be a preparatory course for the ensemble and creative aspects of the VCE Music course. The course will develop the student's creative composition skills, improvisatory ability and ensemble performance skills. The study of theory and analysis will develop their music language skills so that they can acquire a greater means of musical expression. It is strongly recommended that students who elect to take this subject will be currently studying a musical instrument (or voice) that they will focus on specifically in this unit of study.

STUDENT OUTCOMES

- Study compositional method used in traditional and contemporary styles.
- Listen to and analyse music examples in order to develop compositional techniques.
- Create music compositions in a variety of styles.
- Perform their music in instrumental ensembles as well as using computer technology in order for class members to enjoy and constructively criticise.
- Write music for class members to play on their instruments.
- Record their music on compact disk.

COURSE CONTENT

- Study of form in music: binary, ternary, minuet and trio, sonata
- Key relationships, melodic and rhythmic development, polyphonic and homophonic writing, cadences and other essential music theory.
- Students will be involved creating music compositions using the techniques studied in the form and analysis part of the course.
- Compositions will be created and performed at the computer/synthesizer workstations.
- Compositions will also be created for and performed on the instruments played by students.

ICT SKILLS

Students will continue to develop their proficiency in using the creative sequencer program Cubase in conjunction with the synthesiser and other audio technology.

Music Scoring and Notation work will be introduced using Sibelius. Multimedia integrated into performance.

ASSESSMENT

- Music composition and arrangement
- Aural development
- Music language skills

MUSIC - MUSIC PERFORMANCE [SEMESTER TWO]

RATIONALE

The Year 10 Music Solo Performance course is intended to be primarily a preparation for students wishing to take the VCE Music Solo Performance course in Year 11, and students will explore a number of avenues of musical expression through listening, aural and historical studies as well as both group and solo performance. A major focus of the course will be on the development of aural and analytical skills, which are a significant part of the VCE Music Solo performance course.

The performance and composition of music is a key area of personal expression, and as such, the student's solo and ensemble performance skills will be encouraged as a means of developing confidence in presentation and authenticity in performance.

The understanding of the evolution of musical style is crucial for the advancement of performance and thus students will be presented with a study of important musical genres relating most specifically to the major compositional styles of the 20th century.

STUDENT OUTCOMES

- Solo Performance of music for peers to enjoy and constructively criticise.
- Listen to and analyse music in a variety of styles and forms.
- Develop a range of aural analysis skills
- Develop a greater understanding of a range of music and notable composers of the Romantic and Modern periods through music analysis and research work.
- Record their performances on compact disk.

COURSE CONTENT

This course incorporates a number of areas of study designed to broaden the student's understanding and appreciation of a wide range of musical styles. Students will be required to focus on an instrument (or voice) that they must be studying on an ongoing basis.

- Solo and group rehearsal and performance
- Advanced music theory studies
- Music appreciation, history and analysis skills
- Aural comprehension skills involving melodic, rhythmic and harmonic exercises
- Score reading and analysis work linked to music appreciation and history.

ICT SKILLS

The use of computers for creative organisation, including both composition and arrangement. Advanced composition opportunities in the music technology laboratory will be available to students who wish to further extend themselves in this area. Word Processing skills for assignments.

ASSESSMENT

- Solo and Group participation and performance
- Aural exercises and tests
- Assignment work
- Examination

PHYSICAL & HEALTH EDUCATION [FULL YEAR CORE]

RATIONALE

Physical Education is an essential part of the total educational process. Through sporting and physical activities it provides the opportunity for continuous development of each student's physical, mental, social and emotional capabilities. It is aimed to stimulate an awareness of each student's physical fitness and simultaneously develop an interest and appreciation of sport and physical activity.

STUDENT OUTCOMES

To:

- Teach basic skills, rules, strategies and tactics of a wide variety of sports
- Develop an interest and enjoyment in sport and physical activity
- Give each student the opportunity to develop fundamental motor skills to full potential
- Develop an attitude of sportsmanship and fair play
- Provide opportunities for leadership and to show the advantages of friendship, cooperation and communication developed in a sporting situation
- Have a positive influence on a student's self image
- Develop teamwork skills
- Develop and educate students in the benefits of physical fitness, strength, muscular power, muscular endurance, agility, flexibility, co-ordination and aerobic endurance
- Provide students with water survival and rescue techniques
- Provide Health Education to include: cardio vascular health, driver education, conflict resolution, human sexuality, health promotion and interpersonal skills

COURSE CONTENT

- Aquatics
- Badminton
- Basketball
- Fitness
- Gymnastics
- Lacrosse
- Volleyball
- Health

ASSESSMENT

- Fitness Level
- Aquatic Skills
- Gymnastics
- Ball Games Skills
- Health Education

RATIONALE

This subject provides the opportunity for students to develop a better understanding of theoretical aspects of sport and fitness through a practical application. It provides an opportunity for students to have better self-awareness of physical fitness and health.

STUDENT OUTCOMES**Develop an:**

- Interest and enjoyment in sport and physical activity.
- Understanding of the human body, particularly the muscular-skeletal system.
- Understanding of the benefits of regular exercise with regard to Health and Fitness.

To:

- Give each student the opportunity to analyse fundamental motor skills.
- Educate students in the prevention of sports injuries.
- Appreciate how eating and drinking habits can affect sports performance.
- Work together co-operatively in group situations

COURSE CONTENT

Body systems:	including Skeletal, Muscular, Circulatory and Respiratory Systems
Fitness:	including Components, Health, and Training
Drugs and Sport:	performance enhancing drugs and there effects
Sports injuries:	injury types, causes and treatments
Sports nutrition:	fuel sources and diet, effects of being over/under weight

ICT SKILLS

- Heart rate (HR) monitors
- Software to download the information from HR monitors
- Excel for the construction of graphs and charts
- The internet for research and analysis

ASSESSMENT

- Assessments
- Assignments
- Project work
- Examination

RATIONALE

The Biology course is a general introduction to Biology; the study of living things. It has a strong emphasis on practical work. The course provides a solid foundation for further study in Biology, as well as providing an enhanced understanding of the living world for those students who will not pursue further studies in this area. Students develop knowledge of Biology and their skills of scientific enquiry. They are also encouraged to think critically about the implications and issues arising from the applications of biological technologies. The Biology course runs for one third of the school year (about 10 weeks)

STUDENT OUTCOMES

- Learn to use a compound light microscope
- Understand that cells are the basic unit of life
- Develop an awareness of higher levels of biological organisation, organs and systems
- Understand the mechanisms of inheritance
- Improve laboratory practical skills
- Develop an awareness of the scientific method
- Critically evaluate the merits, risks and ethics arising from the application of biological knowledge.

COURSE CONTENT

- Microscopy and Cells
- Use of compound light microscope
- Basic cell structure and function
- Diffusion of substances across membranes
- Scientific method-experimental design
- Structure, function and health of the: Cardiovascular and Pulmonary system
- Inheritance
- Chromosomes, genes and the genetic code
- Interpreting pedigrees
- Genetic mutations and genetic diseases
- Selective breeding
- Genetic technology

ASSESSMENT

- Class tests
- Assignment and practical work
- Examination

PATHWAYS

Options for students who wish to continue their studies in Biology include Unit 1&2 Biology in Year 11 and Units 3&4 Biology in Year 12. Alternatively, Unit 3&4 Biology may be undertaken in Year 11| without first completing Units 1&2. Other related VCE studies include Environmental Science and Psychology.

RATIONALE

The Chemistry course runs for one third of the school year (about 10 weeks). It has been designed to be accessible (at a conceptual level) to all students. Students are asked to explore situations and knowledge that are taken from within their concrete experiences and from these, progress into explanations based on knowledge and understanding of Chemistry. The course has a blend of theory and practice. It provides a solid foundation for further study in Chemistry or other sciences and has the capacity to provide a stimulus for the advanced students and/or those with a special interest in Chemistry.

COURSE CONTENT

Metals:

- The properties and structure of metals and the relation to their uses
- The reactivity of metals in air, water and acidic media
- Corrosion of metals, particularly iron, and methods of corrosion protection
- The formation of ions and the formulae of simple ionic compounds
- The structure of alloys and the effects of alloying on the properties of metals

Minerals:

- Minerals as an important source of raw materials for everyday materials
- The importance of the mining industry to Australia
- The processes used to extract minerals, such as froth flotation
- The environmental, social and economic implications of mining
- The finite nature of natural resources and the benefits of recycling
- Extraction of metals from minerals theory and practice including Fe and Al
- Formula mass of substances; balancing simple chemical equations and calculating masses of reactants and products; calculation of percentage composition
- The chemical organization of the Periodic Table

IT SKILLS

Students may submit word-processed assignments and homework. They are encouraged to use technology such as the Internet and Intranet in their research and software available to students at home via the Citrix server. Students are encouraged to use Inspiration for concept mapping of chemical ideas. Students are also able to explore the use of data logging devices to collect data for a wide variety of experiments.

ASSESSMENT

- Unit Tests
- Assignment (produced on a multimedia format or poster)
- Examination

SCIENCE - ENVIRONMENTAL SCIENCE [SEMESTER UNIT]

RATIONALE

The course is a general introduction to Environmental Science; the study of natural ecosystems and the impact of human activity on these ecosystems. It has a strong emphasis on practical work. The course provides a solid foundation for further study in Environmental Science, as well as providing a general understanding of the function of ecosystems for those students who will not pursue further studies in this area.

STUDENT OUTCOMES

- Develop an awareness of current human impacts on various aspects of ecosystems
- Examine ways to minimise these impacts
- Develop an understanding of the principles of environmental management and sustainable development
- Develop practical skills in monitoring the environment
- Participate in programs to manage the environment

COURSE CONTENT

- Atmospheric Ozone
- Global warming and the enhanced greenhouse effect
- El Nino effect
- Extinction
- Habitat loss
- Revegetation projects
- Introduced species
- Water conservation
- Waterwatch and health of waterways
- Environmental Issues

ASSESSMENT

- Class tests
- Examination
- Assignments and practical work

PATHWAYS

Options for students who wish to continue their studies in Environmental Science include Units 1&2 Environmental Science in Year 11 and Units 3&4 Environmental Science in Year 12. Alternatively, Units 3&4 Environmental Science may be undertaken in Year 11 without first completing Units 1&2. Other related VCE studies include Biology Units 1-4.

RATIONALE

The Physics course runs for one-third of the school year (about 10 weeks). Physics is studied in order to understand the physical world around us. We attempt to develop in the students an enquiring and logical mind. Discussion in the classroom is strongly encouraged. The course is based on hands-on learning.

STUDENT OUTCOMES

Students learn how to set-up and carry out scientific experiments, collect data, interpret the findings and present their analysis in a systematic manner. Students learn about existing theories to explain devices used commonly around them as well as discuss how Physics is used in life activities. Knowledge and understanding are developed appropriately for entry to VCE Units 1 to 4.

COURSE CONTENT

The course consists of three components namely Motion, Nuclear Science and Electricity. It incorporates the following key topics:

- Measurement and study of speed and acceleration of a variety of objects
- The relationship between force, mass, weight, acceleration and friction, Collisions
- Newton's Laws of Motion
- Gravity on the Earth's surface
- Radioactivity, Nuclear Fission and Nuclear Reactors
- Relationship between current, voltages, resistance (Ohm's Law)
- Power and Energy, Use and structure of transformers
- Rectification of AC to DC output, Power transmission and electrical shocks

ICT SKILLS

A range of data analysis programs such as Graphical Analysis could be used by students to analyze data and report in their findings.

ASSESSMENT

Tests, homework and practical work are evaluated by the classroom teacher. A common examination is conducted at the end of the trimester for all classes.

RATIONALE

Psychology is the scientific study of mind and human behavior. That is, psychology aims to explain why humans and animals act/ behave the way in which they do. It is a scientific study because it endeavours to prove the theories about behaviour by specific research done in the area. Psychology is a science. Psychologists study two critical

relationships: one between brain function and behaviour, and one between the environment and behaviour. As scientists, psychologists carefully observe and analyse, to learn more about the world in which we live.

Psychology is intended to stimulate interest by focusing on 'what psychologists do' within various specialist areas. The course also introduces students to the importance of research, equipping them with skills to question scientifically and undertake their own research.

STUDENT OUTCOMES

- Inquire and investigate scientifically
- Apply psychological understandings
- Communicate psychological information and understandings.

Course Content

Psychology Past & Present: This area of study focuses the history of psychology, how to become a psychologist, working as a psychologist, the responsibilities of a psychologist. Importantly this topic explores psychology as a science with students learning the scientific method a variety of research methods such as questionnaires and empirical research activities (ERAs).

Mind Matters: This looks at clinic psychologists and where they work, and how they assess clients.

The steps in the diagnosis will be studied, and furthermore students will have the opportunity to research the symptoms and treatments of mental health disorders.

Forensic Psychology: This aspect of the course answers the question, "What is forensic psychology?" Is it really like what we see on TV? Dangerousness, stalkers and stalking, serial killers, legal insanity and criminal profiling will be studied.

Happiness (Positive psychology): This study looks at one of the newest and fastest growing areas in psychology - positive psychology. What is it that makes us happy? Can we make ourselves happier than we already are? Does money and material wealth really guarantee us well-being and happiness?

Relationships: The course will briefly consider how people interact – what they do and what they say. Students will also have the opportunity to investigate some of the factors behind how to communicate effectively and how to interact positively with others.

Optional studies: If there is sufficient time, students will have the opportunity to study another aspect of the course including **sleep** and dreams, **the brain**, and performance of **sport** psychology.

ICT SKILLS

Students will develop ICT skills through the use of generic software, such as PowerPoint and Excel. They will also have the opportunity to use psychology software such as PsychTrek.

ASSESSMENT

- Empirical research activities (ERAs)
- Investigative exercises, assignments, tests and homework.
- Annotated poster
- Examination

APPENDIX 1: PLANNING GRIDS

YEAR 10 PLANNING GRID

Subject	Semester One	Semester Two
1	English	English
2	Mathematics	Mathematics
3	Science	Science
4	CE/HE/PE	CE/HE/PE
5		
6		
7		

VCE PLANNING GRID

Year 11

Subject	Semester One	Semester Two
1	An English Study	An English Study
2		
3		
4		
5		
6		
7		

Year 12

Subject	Semester One	Semester Two
1	An English Study	An English Study
2		
3		
4		
5		
6		

Possible Career and Course Interests:

1 _____

2 _____

3 _____

APPENDIX 2: Course and Career Pathways

POSSIBLE CAREERS	RELATED YEAR 11 SUBJECTS	RELATED YEAR 12 SUBJECTS
<p>ENGINEERING TECHNICAL SCIENCES (includes Computer Science, Geomatics/Surveying, Industrial/Applied Chemistry)</p>	<p>GENERAL MATHS MATHS METHODS PHYSICS CHEMISTRY NB General Maths and Maths Methods are important subjects for many Computing/ Information Systems Courses. Geography and IT can also be useful</p>	<p>MATHS METHODS PHYSICS and/or CHEMISTRY SPECIALIST MATHS</p>
<p>MEDICAL AND BIOLOGICAL SCIENCES (includes Vet Science, Pharmacy, Physiotherapy, Agriculture, Environmental Science)</p>	<p>GENERAL MATHS and MATHS METHODS or just MATHS METHODS BIOL, CHEM and/or PHYSICS</p>	<p>MATHS METHODS CHEMISTRY BIOLOGY and/or PHYSICS</p>
<p>BUSINESS (Marketing, Accounting, Management, Real Estate, Finance, Stockbroking, Information Systems) LAW</p>	<p>GENERAL MATHS and/or MATHS METHODS One or more of – ECONOMICS, ACCOUNTING, LEGAL STUDIES is useful.</p>	<p>MATHS METHODS will keep all Business options available FURTHER MATHEMATICS will keep many Business options available. One or more of ECONOMICS, ACCOUNTING, LEGAL STUDIES is useful.</p>
<p>GRAPHIC ART DESIGN ARCHITECTURE FINE ARTS MEDIA</p>	<p>ART STUDIO ARTS DESIGN and TECHNOLOGY VISUAL COMMUNICATION MEDIA Note: Maths Methods and Physics are useful subjects for Architecture Art and/or Studio Arts and/or Des Tech and/or Visual Design are essential for Design courses MUSIC PERFORMANCE Group or Solo is essential for entry to any Music course. DRAMA is important for entry to Drama/Performance courses</p>	<p>ART STUDIO ARTS DESIGN and TECHNOLOGY VISUAL COMMUNICATION MEDIA MATHS METHODS for Architecture (University of Melbourne only) MUSIC – as per Year 11 DRAMA – as per Year 11</p>
<p>PSYCHOLOGY COUNSELLING COMMUNITY WORK TEACHING LAW HUMAN MOVEMENT / RECREATION</p>	<p>No specific subjects – some Mathematics is useful for Psychology studies. Teaching – important subjects depend on which field i.e. Sciences, Business, Physical Education etc.</p>	<p>As per Year 11</p>
<p>JOURNALISM PUBLIC RELATIONS INTERNATIONAL RELATIONS LAW</p>	<p>GEOGRAPHY ENGLISH/ ENGLISH LANG ENGLISH LITERATURE POLITICS INTERNATIONAL STUDIES HISTORY PSYCHOLOGY</p>	<p>As per Year 11</p>