



Year 10 Handbook

2021

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Year 10 at Shelford

The Year 10 program allows for education of the whole person – emotionally, socially, intellectually and physically.

Building upon the Year 9 Program, Year 10 studies support the students' transition to becoming more independent and mature learners.

Students are encouraged to supplement class work through participation in extra-curricular activities including sport [both House and interschool], Music ensembles, Drama performances and leadership opportunities. These contributions are acknowledged in semester reports.

Students are also encouraged to:

- Become Peer Support leaders to Year 7 students
- Act as Senior School Parliamentarians
- Volunteer for community service

Students are also given the opportunity to be involved in a range of subject specific competitions.

The Quærite program

The pastoral care program in the Senior School, Quærite or Q, supports student's personal and academic development. The term Quærite means to seek or search for. It is our underlying aim to ensure that students have a sound understanding of their place in the world, the community and their personal responsibility.

Through the year a series of workshops are held that explore relevant themes, including making positive choices, the learner in me, you can do it and empowering through service.

The Quærite program underpins Shelford's core values: Respect, Integrity, Passion and Creativity.

Year 10 community project

The Year 10 Community Project challenges students to develop civic responsibility and lifelong civic engagement. Connecting to support networks within our community, students learn by participating in education, training and volunteer work. These experiences are designed to challenge issues of judgement, enhance empathy and shift the peer dynamic. Students reflect upon how our community supports those in need. Learning is enhanced by experiences in and out of the classroom, including training sessions with Scope Victoria, Fair Trade Kitchen and The Big Issue Classroom.

Peer Support leaders

At the end of Year 9, all students undertake a Peer Support training day. Interested students are then encouraged to apply to be Peer Support Leaders in Year 10. This entails running sessions with the Year 7 students and attending the Year 7 Camp in Term 1.

Acting as mentors to the Year 7 students, the Peer Support Leader program provides an authentic leadership opportunity. On camp, the Peer Support Leaders are responsible for organising and running events such as the disco and talent show. During the day they help to support the camp program by

participating and working with their group. Peer Support Leaders also run a number of sessions throughout the year with their Year 7 groups.

Careers counselling

The Shelford Careers program aims to ensure senior students are aware of the many different courses, and paths available after they leave school.

Careers counselling is available on a one-to-one basis which is important when students are considering subject choices and tertiary preferences. Students have the opportunity to meet people working in a broad range of vocations and undertake career testing to enable them to generate helpful, individualised and detailed career reports.

As part of the Year 10 program, all students undertake one week of work experience in June. This opportunity is designed to expand their horizons into possible workplace options.

Year 10 course information

Core subjects

Core subjects must be undertaken by all Year 10 students. They include:

- English
- Physical Education
- Humanities (two of History, Geography, Politics and Law or Economics and Business)
- Science
- Mathematics
- Quærite program

Electives

Year 10 students undertake two elective subjects each semester. Electives include Year 10 elective subjects with the possibility of a VCE Unit 1 and 2, VET or VSL subject.

Please note:

1. Students can only select one VCE Unit 1 & 2 sequence. This includes any VSL or VET subjects.
2. VCE, VET and VSL subjects are full-year programs (Semester 1 and 2).
3. Additional fees apply for external studies.
4. Any student interested in combining an external study should see Mr Grach for more information.
5. VCE subjects may have prerequisite grades required – see the Head of Faculty.

VCE units at Year 10

Some subjects offered at Year 10 are accredited as VCE studies. This exposure to the requirements of VCE enhances students' understanding of the expectations in their final years of schooling and broadens their opportunities to gain experience in a range of specialist studies.

All subject selections at Year 10 are reviewed by the Deputy Principal – Teaching and Learning and the Year 10 Coordinator. This review considers:

- the student’s overall academic performance
- the professional opinions of the relevant subject teachers.

In instances where students may be asked to review their subject selections, an interview may be arranged with the student and her parents.

Should you have any questions about the subject selection process, please contact the Deputy Principal –Teaching and Learning.

Vocational Education and Training in schools (VET)

What does it mean?

VET programs provide VCE students with the opportunity to access vocational education and training as part of secondary schooling. Students take VCE studies and at the same time modules in the VET certificate course. The studies are recognised as part of the student’s VCE. Industry training bodies also recognise the training component of the student’s course. Students graduate with both a VCE certificate and a training qualification.

The following VET courses are examples of what may be considered. Further options may be available through network arrangements. Students interested in these courses should see the Deputy Principal – Teaching and Learning for further information.

- Certificate in Acting (Screen)
- Certificate in Allied Health Assistance
- Certificate in Animal Studies
- Certificate in Applied Fashion Design and Technology
- Certificate in Community Services
- Certificate in Equine Industry
- Certificate in Fitness
- Certificate in Hospitality
- Certificate in Interior Decoration

VET programs provide an opportunity for students to learn from experience in training and actual workplace experience.

Please note:

1. A levy of \$900 will be charged for students undertaking a VET study.
2. The funding arrangements for VET courses are currently under review and parents will be advised if there are any additional costs.

Subject selection

Once students have decided what subjects/electives they would like to do, they will be required to enrol online. All students should have:

- Six core subjects
- Two elective placements for Semester 1
- Two elective placements for Semester 2

Please note:

1. **Students cannot select more than one VCE level sequence as part of their program.**
2. **VET programs run for a full year.** (This uses up one elective placement in Semester 1 and one elective placement in Semester 2.)

Summary of elective choices

Year 10 electives

- Art
- Drama (Can be studied for both semesters)
- Literature (Can be studied for both semesters)
- Humanities (two of History, Geography, Economics and Business, or Politics and Law)
- Languages – French (Full Year)
- Languages – Japanese (Full Year)
- Music (Full Year)
- Science – Engineering
- Science – Psychology in Action
- Visual Communication & Design – Design to Inspire
- Materials and Technology – Fabulous & Functional Designs

VCE electives

- Biology – Unit 1 and 2
- Business Management – Unit 1 and 2
- Chinese First Language – Unit 1 and 2
- Food Studies – Unit 1 and 2
- Health & Human Development – Unit 1 and 2
- Legal Studies – Unit 1 and 2
- Physical Education – Unit 1 and 2
- Studio Arts – Unit 1 and 2

VET Programs (operates across both Semester 1 and 2)

- VET Certificate in Acting (Screen)
- VET Certificate in Fitness
- VET Certificate in Allied Health Assistance
- VET Certificate in Equine Industry
- VET Certificate in Animals Studies
- VET Certificate in Hospitality
- VET Certificate in Applied Fashion Design and Technology
- VET Certificate in Interior Decoration
- VET Certificate in Community Services

Subject descriptions: core subjects

The Victorian Curriculum defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship.

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The curriculum balances and integrates all three strands to focus on developing students' knowledge, understanding and skills in listening and speaking, reading and viewing, and writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. The Year 10 course is also designed to introduce the students to skills required for VCE Unit 1 and Unit 2 English.

Students engage with a variety of texts that challenge them. They interpret, create, evaluate, compare, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade.

Literary texts are drawn from a range of genres and involve challenging and unpredictable plot sequences, unique characters and complex themes and ideas.

Persuasive texts challenge students to identify points of view and perspective, and develops their ability to analyse intended impact on the reader. This will be informed by analysis of the language choices and consideration for how language is employed to function as part of the contention and/or purpose.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, oral presentations, reports, discussions, literary analyses, transformations of texts and reviews.

English achievement standards

Reading and viewing

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

Writing

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and listening

Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical

arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Humanities

Students will choose two discipline areas to study within the core Year 10 Humanities allotment. Each discipline will run for a semester. A description of each study is included to enable students to decide which two disciplines they would prefer. It is important that consideration is given to all options.

Humanities – History

New world order

The horror and destruction of World War I finally came to an end at the signing of the Treaty of Versailles, with decisions made at the 1919 Paris Peace Conference having short and long-term effects on the subsequent years. The Roaring Twenties, an era of innovation and changing cultural expressions, began with dreams of prosperity and ended with the 1929 Wall Street Crash, and the following despair of the 1930s Great Depression. How did societies and governments around the world respond to these events and how did these developments contribute to World War II?

Students will study these social, political and economic changes of the 1920s and 1930s. In assessing the background to the 1942 'Battle for Australia' and threats to the nation's safety, a focus on the reasons for the Pacific War will be undertaken. Students will assess Japan's role during the conflict by exploring events including the air attack on Pearl Harbor, the fall of Singapore, the bombing of Darwin, the Kokoda Track and Japanese POW camps. Students will assess the impact of WWII on the home front. Students will analyse cause and effect, identify continuity and change and use historical sources as evidence.

In the final unit, students will investigate the changing nature of society, particularly the influences of popular culture in Australia during the 1950s and 60s. Topics include the introduction of television and rock 'n' roll and their impact on society. An investigation of the issues which caused protest in the 1960s in Australia will form a major part of this area of study. How significant were overseas developments in shaping modern society and changing attitudes and values?

Class work and assessment tasks address a range of skills, including research, using historical concepts, evaluating historical perspectives and analysing the significance and usefulness of sources.

Humanities – Geography

Human vs Wild

This subject is separated into two units, covering both natural and human geography.

1. Environmental management

The first unit focuses on two important natural resources, oil and water. Students will investigate society's extreme reliance on oil and the power of this resource to change politics, determine wealth and destruct environments globally. Questions regarding its future sustainability will also be raised as this precious resource is believed to run out within the century. The second natural resource studied is rivers. This topic will involve conducting a local fieldwork trip and evaluating the management of a waterway as well as suggest possible effective and sustainable management for the future.

2. Human wellbeing

This unit will focus on the human inequalities present in the world due to differing levels of development and consumption. A study of various countries, including Australia, will compare development and human well-being statistics in regards to indicators such as income, population growth, education and basic health requirements. Students will gain a greater understanding of why some people live in poverty and how the gap between rich and poor can be reduced through NGOs and multilateral and bilateral aid initiatives.

Humanities – Business and Economics

Decisions and their magnitude

In this unit students examine the ways enterprising behaviours and capabilities can be developed to improve the work and business environments. They have an opportunity to 'plan their own enterprise' by generating a range of viable options, taking into account multiple perspectives, use simple cost benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions.

Humanities – Politics and Law

Australia and the World

In this unit students will examine how Australia's law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples. They will also explore the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law. Students investigate how the courts resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution. They will investigate key principles of Australia's justice system, including equality before the law, independent judiciary and right of appeal.

In the final unit, the focus moves from domestic government and legal arrangements into the international domain. Where they analyse the roles and responsibilities the Australian government has at a global level, including provision of foreign aid, peacekeeping and as a member of the United Nations (UN). From the legal perspective, they study how international obligations have shaped Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples. Contemporary issues and recent cases are investigated.

Mathematics – mainstream (whole year course)

This program will prepare students for VCE Mathematics: Mathematical Methods Units 1 and 2 and allows students the opportunity to enrol in any Mathematics subject (General, Methods or Specialist) in Year 11.

Topics include:

- **Linear relations** – Linear equations, linear graphs and simultaneous equations
- **Geometry** – Congruence and similar figures, circle properties
- **Indices and surds** – Index laws, surd computations, scientific notation, exponential growth and decay
- **Trigonometry** – Trigonometric ratios, 2D and 3D applications, trigonometric functions
- **Quadratic equations** – Expanding and factorizing, solving

- **Applications** – Quadratic formula, parabolas, sketching parabolas, intersections of lines and parabolas
- **Probability** – Conditional probability, two-step experiment

Mathematics – general (whole year course)

This course will prepare students for VCE General Mathematics Units 1 and 2 only. It is essential any student selecting this option consults Mr Grach for advice on course prerequisites as some tertiary courses have specific VCE Mathematics requirements.

Topics covered include:

- **Algebra and structure** – Linear relations
- **Discrete mathematics** – Matrices, number patterns and recursion
- **Arithmetic and number** – Computation, practical arithmetic and financial arithmetic
- **Structural mathematics** – Geometry, shape and measurement, trigonometry
- **Statistics** – Univariate data and bivariate data.

Physical Education

Physical Education in Year 10 encourages all students to participate in a range of recreation and physical activities to develop skills and fitness levels. Students will also have the opportunity to enhance their health and wellbeing by partaking in a diverse range of activities. The focus of the Year 10 Physical Education course is to promote a sense of enjoyment for lifetime participation in physical activity as well as student wellbeing.

Activities include; football codes, body mind and soul, ballroom dancing, ultimate frisbee and cycling education.

Objectives of the Physical Education curriculum

- **Being healthy, safe and active** by supporting students to make decisions about their health, safety and wellbeing.
- **Moving the body** through game play and developing necessary skills for lifelong participation in physical activities.
- **Understanding movement** allows students to explore the place and meaning of physical activity, outdoor recreation and sport in their own lives.
- **Learning through movement** by focusing on personal and social skills that can be developed through participation in physical activities. These include communication, decision making, problem-solving, critical and creative thinking, and cooperation.

Focus areas

- Active play and minor games
- Challenge and adventure activities
- Games and Sports
- Lifelong physical activities
- Rhythmic and expressive activities

Assessment

At the end of each unit, students must have demonstrated:

- active engagement within class activities
- group interaction
- positive contribution to the learning environment
- attendance and readiness to participate in correct uniform.

Science

The Year 10 Science course follows the Victorian Curriculum.

Students will investigate the key principles of evolution, genetics, motion, chemical reactions and global systems including our position within the universe. They will develop the skills necessary to interpret and critique data from various sources with respect to each concept studied. They will also:

- Explain the processes that underpin heredity traits and evolution.
- Analyse how the models and theories used by scientists have developed over time and discuss the factors that prompted their review.
- Explain the concept of energy conservation and represent energy transfer and transformation within systems.
- Apply relationships between force, mass and acceleration to predict changes in the motion of objects.
- Explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- Describe and analyse interactions and cycles within and between Earth's spheres.
- Evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They will also:

- Explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data
- When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty
- Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited
- Construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Assessment

Demonstration of learning outcomes is based on students' performance on a selection of assessment tasks. Assessment tasks may include:

- student-designed and/or adapted and/or extended practical investigation:
- practical activities or investigations
- multimedia presentation
- media response
- oral presentation
- annotated poster
- data analysis
- problem solving
- tests and examinations involving multiple choice and/or short answer and/or extended response.

Subject descriptions: electives

Art

Throughout time artists have been challenging our notion of what is art. These electives examine the lives, adventures and impact of some of the more infamous. From the scandal of the Salon des Refuses to the outrage over Pollock's 'Blue Poles' to the phenomenon of Pop Art. As well as incorporating some of these ideas and styles into their own art work, the class will explore new techniques and will be given opportunities to experiment a variety of media.

Year 10 Art has two major components:

1. **Art Appreciation** – Exploring and responding
2. **Folio** – Creating and making

Art (Semester 1)

The famous and the infamous (part 1)

Exploring and responding

Students will study a range of avant-garde artists and styles that have made an impact on society and Art.

This includes a study of:

- Salvador Dali's flamboyant personality and hyper-realistic style, exploring the iconic 'Persistence of Memory' paint
- Marcel Duchamp's 'readymade' of the Mona Lisa to his 'Fountain' and the impact of Dada
- Frida Kahlo's love, loss and tragedy to her relationship with Diego Rivera and beyond.

They will learn how to analyse art works using the art elements and principles, and will build on their knowledge of art terminology. Skills in research, writing extended responses and debate on art issues, will be covered.

Creating and making

Students become more independent in their approach to creating images and forms. Students are taught how to record their ideas and inspiration and document the experimentation, development and refinement of each task. Students are introduced to new techniques and skills. Students will also have the opportunity to extend existing skills and develop their own personal interests and style. Students will be encouraged to recognise the connection between the artworks they study and their own practical work.

Assessment

Students are given criteria that they use as a base for the completion of each task. These criteria will vary according to each task but will consist of the students being able to achieve the following outcomes:

- **Workbooks:** Includes the development of each project, annotation of ideas and documentation of processes
- **Folio:** Presentation of final resolved works

- **Extended responses:** Analyse and interpret the content, structure and aesthetic qualities of art work

Art (Semester 2)

The Famous and the infamous (part 2)

Exploring and responding

Students will study a range of avant-garde artists and styles that have made an impact on society and Art. This includes a study of the following and more:

- Jackson Pollock's 'Blue Poles'
- Paul Gauguin's bold colour and Fauvism and the Wild Beasts to the scandal of the French Impressionists
- Andy Warhol's celebrity, Pop Art, the concept of '15 minutes of fame'.

They will learn how to analyse art works using the art elements and principles, and will build on their knowledge of art terminology. Skills in research, writing extended responses and debate on art issues, will be covered.

Creating and making

Students continue to develop their approach to creating images and forms. Students record their ideas and inspiration and document the experimentation, development and refinement of each task. As well as being introduced to new techniques and skills, students will have the opportunity to extend existing skills and develop their own personal interests and style. Students will be encouraged to recognise the connection between the artworks they study and their own practical work.

Assessment

Students are given criteria that they use as a base for the completion of each task. These criteria will vary according to each task but will consist of the students being able to achieve the following outcomes:

- **Workbooks:** Includes the development of each project, annotation of ideas and documentation of processes
- **Folio:** Presentation of final resolved works
- **Extended responses:** Analyse and interpret the content, structure and aesthetic qualities of art work.

Drama

Drama provides the opportunity for students to explore the skills required to devise solo and ensemble performances, the interpretation of texts through the application of stagecraft (including acting), and the development of characters through improvisation, use of vocal and physical expressive skills and an understanding of the actor/audience relationship.

Drama (Semester 1)

Exploring theatre making

Students will have the opportunity to create their own theatre performance. They will devise solo and ensemble works while exploring a variety of theatrical styles and practitioners. Students will also attend professional theatre productions to further develop their appreciation of live performance. Students

will develop their understanding of dramatic elements and how they may be utilised to create meaningful performances, and extend their knowledge of the dramatic process. They will explore a variety of theatrical styles, with a focus on naturalism and the theories of Stanislavski, as well as eclectic theatrical styles including physical theatre and the work of Brecht, Grotowski and Artaud. The opportunity to direct their peers will enable students to take greater responsibility for their work. Students will perform their work to an invited audience towards the end of the semester. They will attend professional theatre, exploring the ways characters are represented in the performance through use of expressive skills whilst considering the ways dramatic elements, theatrical conventions and stagecraft are manipulated in the performance.

Assessment

Students will be assessed in a variety of ways:

- written work in journals and performance analysis tasks
- participation in workshops and class performances
- ability to work creatively with others through collaboration, cooperation, negotiation and focus
- performance in both solo/monologue and ensemble assessment performances presented to an audience.

Drama (Semester 2)

From the page to the stage

Students will attend professional productions and collaborate to present a production of their own. They will develop skills in set, costume and make-up design while developing the skills necessary to direct each other in performance.

Students will explore a variety of texts, early theatrical styles and theatre from the post-modern era. Year 10 Drama requires students to reflect upon their own work and the work of others, including professional performances. Students will draw on their own experiences to devise performance work, analyse the processes involved and evaluate their role within the performance. They will perform their work to an invited audience towards the end of the semester. Students will also analyse the performance of professional theatre-makers, and develop a greater appreciation for live performance and a variety of theatrical styles.

Assessment

Students will be assessed in a variety of ways:

- Written work in journals and performance analysis tasks
- Participation in workshops and class performances
- Ability to work creatively with others through collaboration, cooperation, negotiation and focus.
- Performance in both solo/monologue and ensemble assessment performances presented to an audience.

English Literature

The study of Literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in all their academic study, in particular English and Literature Units 1 and 2.

Literature at Year 10 looks at texts both modern and classical, in different forms – poetry, drama, novels and film. Students are taught to frame their responses to these texts, examining the writer’s social and cultural context and craft. They compare interpretations of characters and themes and consider how people may read the same text differently.

Aims

The aims of this course are to help students:

- gain an understanding of the variety of human experience
- develop an enjoyment of literature through reading widely, imaginatively, critically and independently
- develop a critical awareness of cultures past and present, as they are represented in literature
- read closely and engage in detailed critical analysis of the key literary features
- develop interpretive skills by hypothesising about and drawing inferences from texts
- extend their understanding of the different ways literary texts are constructed
- reflect on their interpretations and evaluate others’ interpretations
- develop the capacity to write confident analytical and creative responses to texts.

Literature (Semester 1)

In Semester 1, the study of Literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. Students will study a mixture of past and contemporary texts in a variety of forms including short stories, poetry and a play.

Assessment tasks

These will include analytical essay writing, creative responses to the texts and oral presentations.

Literature (Semester 2)

In Semester 2, students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The subject builds on the skills acquired in Semester 1 and will study a mixture of past and contemporary texts in a variety of forms including a novel and its filmic adaptation and short stories.

Assessment tasks

These will include analytical essay writing, creative responses to the texts and oral presentations.

French

French (Semester 1)

Students continue to build their vocabulary and linguistic base related to topics such as family and relationships, part-time jobs, work experience and going on exchange. They are introduced to more complex grammar concepts and tenses.

Assessment

All students are entered in the poetry recitation competition organised annually by the Alliance Française de Melbourne. Assessment is continuous and is based on participation in class, oral, aural, visual and writing activities.

These include:

- demonstrating comprehension of major themes, ideas and cultural perspectives by identifying and recalling relevant information from a range of sources
- participating in oral interactions and creating original texts in writing, using appropriate and accurate language and applying and recycling previously modelled language in new contexts
- demonstrating the use of strategies such as drafting and editing, and tools such as a dictionary
- developing an awareness of the ways in which culture influences the way people behave and use language
- identifying nuances in meaning and general cultural patterns through research, observation and discussion, comparison, summary and reflection.
- Oral and written Semester examinations.

French (Semester 2)

Vocabulary enrichment is related to topics such as the environment, school and film study. Students consolidate their understanding of grammar and progress to more advanced concepts and tenses in preparation for VCE Units 1 and 2.

Assessment

Assessment is continuous and is based on participation in class, oral, aural, visual and writing activities.

These include:

- demonstrating comprehension of major themes, ideas and cultural perspectives by identifying and recalling relevant information from a range of sources
- participating in oral interactions and creating original texts in writing, using appropriate and accurate language and applying and recycling previously modelled language in new contexts
- demonstrating the use of strategies such as drafting and editing, and tools such as a dictionary
- developing an awareness of the ways in which culture influences the way people behave and use language
- identifying nuances in meaning and general cultural patterns through research, observation and discussion, comparison, summary and reflection
- researching and presenting cultural information
- oral and written semester examinations.

Japanese

The Year 10 Japanese curriculum utilises a number of topics in order to expose students to a broad range of oral, aural and written activities which will enhance their knowledge and awareness of the linguistic structures and socio-cultural nature of the language. Students are stimulated by themes focusing on modern-day Japan and of interest to young people. They are encouraged to use their Japanese in a wide range of situations.

Please note:

- Students selecting Japanese in Semester 2 must have studied Japanese in Semester 1.
- Students intending to study VCE Japanese must successfully complete Year 10 Japanese Semester 1 and Semester 2.

Japanese (Semester 1)

Students develop further their knowledge of Japanese grammar, vocabulary and culture through the study of such topics as eating habits, shopping and free time.

Assessment

Assessment is both formal and informal and incorporates a variety of methods. Students demonstrate comprehension of themes, ideas and cultural perspectives by:

- identifying and recalling relevant information from a range of sources
- participating in oral interactions
- creating original texts in writing
- applying and recycling previously modelled language in new contexts
- demonstrating the use of strategies such as drafting and editing
- developing an awareness of the ways in which culture influences people's behaviour and use of language.

There are regular unit tests and oral and written examinations are conducted at the end of each semester.

Japanese (Semester 2)

Increasingly sophisticated language, such as plain form Japanese, casual conversation and permission and prohibition is introduced. The topics covered include: city and country, school trips and future aspirations.

Assessment

Assessment is both formal and informal and incorporates a variety of methods. Students demonstrate comprehension of themes, ideas and cultural perspectives by:

- identifying and recalling relevant information from a range of sources
- participating in oral interactions
- creating original texts in writing
- applying and recycling previously modelled language in new contexts
- demonstrating the use of strategies such as drafting and editing
- developing an awareness of the ways in which culture influences people's behaviour and use of language.

There are regular unit tests and oral and written examinations are conducted at the end of each semester.

Materials Technology

Fabulous and functional designs investigating and designing

Students will investigate and work with the following materials over the course of the semester:

- glass design: slumping, shaping and firing
- silver jewellery making with precious metal clay
- paper art: sources, properties, production and pushing the boundaries of the medium.

Producing

Students will fulfil the following outcomes:

- Students implement a range of production processes accurately, consistently, safely/hygienically and responsibly.
- They will produce products/systems using complex tools, equipment, machinery and materials with precision.
- Students will make products that meet the quality, aesthetic, functionality and performance requirements outlined in the design brief.

Analysing and evaluating

Students will critically analyse processes, materials/ingredients, systems, components and equipment used in the production of their fabulous, functional and wearable designs.

Assessment

- **Workbooks** – They will include the development of each project, working towards the work brief, annotation of ideas and documentation of safe and effective processes
- **Folio** of practical work presentation of final resolved works
- **Extended responses and research writing** about materials, processes and designs
- **Semester written examination**

Music – Sonic Art (whole year course)

Sonic Art is a sequential extension course which aims to develop and refine the skills acquired in Years 7–9. Students continue to develop a personal style and become more independent in their approach to creating and making, exploring and responding to music.

Students continue to build their solo performance skills by continuing private tuition on their selected instrument. Specialised ensembles are created in class according to the skills and interests of the students, e.g. string ensemble, jazz ensemble, woodwind ensemble. Music theory and aural comprehension skills are extended using textbooks and workbooks, as well as practical experiences in sight reading, imitation and improvisation. Students study and manipulate musical elements to

effectively realise composition ideas using music technology. Themes include film music, musical forms and student 'commissioned' works for the class.

Assessment

Assessment areas include solo and ensemble performance, unprepared performance (sight reading, imitation, improvisation), music technology/composition, analysis, aural comprehension and theory. All students complete an AMEB theory exam in August.

Science – Engineering

This is a one semester course only which can be taken in either Semester 1 or Semester 2 – but not both.

In this unit students will investigate the conservation of energy. Students will investigate the structural components of buildings and industrial constructs. They will explore the pros and cons of different building materials in different scenarios. Students will problem solve civil and structural engineering issues using fundamental principles of Physics and Mathematics. Specific skills and objectives include:

- Identification and application of the engineer design process.
- Apply mathematical operations to the engineer design process.
- Apply laws of energy to the engineer design process.
- Discuss the relationship between materials and forces.
- Distinguish between simple machines and complex machines and examine the energy transfers.
- Investigate the structural components of bridges.
- Examine the structural features of historical and current constructs.
- Analyse combination of functionality and aesthetics.
- Problem solve engineering issues to design new products for a specific task.

Assessment

Demonstration of learning outcomes is based on students' performance on a selection of assessment tasks. Assessment tasks may include:

- student-designed and/or adapted and/or extended practical investigation
- practical activities or investigations
- multimedia presentation
- media response
- oral presentation
- annotated poster
- data analysis
- problem solving
- tests and examinations involving multiple choice and/or short answer and/or extended response.

Science – Psychology

This is a one semester course only which can be taken in either Semester 1 or Semester 2, but not both.

This course explores a range of areas of psychological study. Students begin by investigating why psychology is considered a science, the key foundations of psychological research and the ethical and safety principles that govern the study. They focus on the forensic psychology including stalkers, stalking and criminal profiling. They explore neuropsychology and the functions and structure of the

nervous system as well as considering the effects of damage to different parts of the brain. They also develop their understanding of sports psychology including managing anxiety, concentration control, motivation and setting goals and their impact on performance.

Assessment

Demonstration of learning outcomes is based on students' performance on a selection of assessment tasks. Assessment tasks may include:

- student-designed and/or adapted and/or extended practical investigation
- practical activities or investigations
- multimedia presentation
- media response
- oral presentation
- annotated poster
- data analysis
- problem solving
- tests and examinations involving multiple choice and/or short answer and/or extended response.

Visual Communication and Design (VCD)

This subject will explore the impact and prevalence of the ever-changing visual communication landscape. Everyday students are bombarded with advertising and graphic designs competing for their attention. Design inhabits every area of their lives, from the food packaging, the apps they play with on their phones, and the chairs they sit on. To differentiate branding techniques and design styles requires an educated understanding of the sophisticated techniques designers and manufactures use as well as the development of a visual language by which to interact with and create inspiring designs.

Creating and Making

Students will build upon the fundamentals of Visual Communication and Design. This will include:

Developing their understanding of the design process

- Generating, developing and refining ideas to develop a final product.
- Design elements and principles and the exciting variety of ways that they can be utilised.

Garnering a range of technical skills

- Software such as Adobe Illustrator and Photoshop.
- Instrumental drawing: Orthonogonal, Isometric and Planometric drawing including perspective.

Freehand drawing and rendering

- Designing in context.
- Advertising, fashion, interior design, architecture, letterform and packaging.

Students will explore the wonderful world of style and design. They will examine successful approaches in design to connect, explore and extend their own concepts to develop a folio of work. As well as being introduced to new techniques and skills, students will have the opportunity to extend existing skills and develop their own personal interests and style. They will learn about a design brief and how to apply the design process following the brief.

Learning focus

- Design elements and principles
- Product design process
- Advertising and branding
- Ergonomic design and packaging
- Technical drawing
- Lettering and typography

Exploring and responding

Students will examine successful style and design concepts. They will learn to analyse the use of elements and principles, to develop an understanding of how these may have contributed to the success of design works as well as build upon their knowledge of technical terminology. Skills in research and critiquing will be used for evaluating designs.

Assessment

Students will be given criteria that they use for the completion of each task.

- **Workbooks** – They will include the development of each project, annotation of ideas and documentation of process.
- **Design folio** – Presentation of final resolved design projects.
- **Written responses** – Students will analyse and interpret the content, structure and aesthetic qualities of works in terms of their style, design and production.

Subject descriptions: VCE electives

Please note: Students should not select more than one VCE level sequence as part of their elective program.

Biology – Units 1 and 2

Unit 1 – How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhances the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Learning outcomes

On completion of this unit the student should be able to:

- Investigate and explain how cellular structures and systems function to sustain life.

- Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
- Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

Unit 2 – How is continuity of life maintained?

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Learning outcomes

On completion of this unit the student should be able to:

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

Business Management – Units 1 and 2

Unit 1 – Planning a business

Area of Study 1 – The business idea

On completion of this unit, the students will be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

Area of Study 2 – External environment

Students consider factors from the external environment of businesses such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business. On completion of this unit students should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Area of Study 3 – Internal environment

Students explore the factors within businesses internal environment and consider how planning decisions may have an effect on the ultimate success of a business. The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment.

On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Assessment

- Case study analysis
- A business research report (interviewing a business owner)
- School-based activity (Market Day) and development of a Business Plan

Unit 2 – Establishing a business

Area of Study 1 – Legal requirements and financial considerations

It is essential to deal with legal and financial matters when establishing a business. In this area of study students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

On completion of this unit students should be able to explain the importance of complying with legal requirements and financial record keeping, and establishing effective policies and procedures when establishing a business.

Area of Study 2 – Marketing a business

Establishing a strong customer base for a business is an important component of success. In this Area of Study students develop their understanding that marketing encompasses a wide range of

management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

On completion of this unit students should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Area of Study 3 – Staffing a business

Staff are one of the business's greatest assets and are an important consideration when establishing a business. The quantity and quality of staff has a direct link to business productivity and the achievement of business objectives. In this area of study, students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students also consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.

On completion of this unit students should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment

- Computer applications and simulation
- Development of a Marketing Plan
- Business simulation exercise

Chinese First Language – Units 1 and 2

Unit 1

This unit is designed for students to appreciate their Chinese language skills and the cultural context of Chinese society. A range of themes, text types, kinds of writing, vocabulary and grammar will be covered. Throughout the semester, students study a variety of topics based on three thematic areas:

- Self and others
- Tradition and change in Chinese-speaking communities
- Global issues

Learning outcomes

On completion of this unit students should be able to:

- establish and maintain a spoken or written exchange related to an issue of interest or concern
- listen to, read and reorganise information and ideas from spoken and written texts
- produce a personal response to a fictional text.

Unit 2

This unit is designed to build further on Unit 1 by providing students with the opportunity to extend their language skills and their knowledge of Chinese culture and Chinese-speaking communities. A wide range of material is covered. Students continue to study a variety of topics based on three thematic areas:

- Self and others
- Tradition and change in Chinese-speaking communities
- Global issues

Learning outcomes

On completion of this unit students should be able to:

- participate in a spoken or written exchange focusing on the resolution of an issue
- listen to, read, and extract and compare information and ideas from spoken and written texts
- produce an imaginative piece in spoken or written form.

Assessment

The award of satisfactory completion of Units 1 and 2 is based on the teacher's decision that the student has demonstrated achievement of the set outcomes. The assessment tasks are completed in class under supervision.

Food Studies Units 1 and 2

Unit 1 – Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2, students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit, students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Areas of study

- Food around the world
- Food in Australia

Outcome 1

On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

Outcome 2

On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2 – Food systems

In this unit students investigate food systems in contemporary Australia.

Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Areas of study

- Food industries
- Food in the home

Outcome 1

On completion of this unit the student should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Outcome 2

On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Health and Human Development Units 1 and 2

Unit 1 – Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal

and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Areas of study

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Learning outcomes

Outcome 1

On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Outcome 2

On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Outcome 3

On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2 – Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Area of study

- Developmental transition
- Health care in Australia

Learning outcomes

Outcome 1

On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Outcome 2

On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

VCE Legal Studies

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, key legal institutions, rights protection in Australia and the justice system.

Legal Studies Units 1 and 2

Unit 1 – Guilt and liability

Area of Study 1 – Legal foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

Area of Study 2 – The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

Area of Study 3 – Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

Unit 2 - Sanctions, remedies and rights

Area of Study 1 – Sanctions

The criminal justice system determines the guilt or otherwise of an accused, and imposes sanctions on a guilty person. In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of

sanctions and approaches to sentencing. Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Area of Study 2 – Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of two civil cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Area of Study 3 – Rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law such as through statutes relating to racial discrimination, sex discrimination and equal opportunity. In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia. Students investigate an Australian case that had an impact on the protection of rights in Australia and develop their understanding of the role of an individual in taking a case to court.

Assessment tasks for these units are selected from the following:

- structured assignment
- essay
- mock court or role-play
- folio and report
- case study
- test
- report (written, visual, oral or multimedia)
- debate.

Physical Education – Units 1 and 2

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Unit 1 – The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body

systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

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

Outcome 1

On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Outcome 2

On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2 – Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.

They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity

Learning outcomes

Outcome 1

On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Outcome 2

On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Studio Arts Units 1 and 2

Students work in all or may choose materials, techniques and carry out processes from Media, Art, Visual Communication and Design and Materials Technology. They will learn how to explore, develop, refine, resolve and present their individual artworks. Documented evidence in a visual diary of their research, development and refinement is an integral part of this study. Students also research and analyse the ways different artists from different times and cultures have developed their own studio practice.

Unit 1 – Studio inspiration and techniques

The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques, as tools for translating ideas, observation and experiences into visual form. The areas of study are:

- Inspiration, aesthetic qualities and investigation which focuses on sources of inspiration and recording observations and idea
- Materials and techniques which focuses on developing skills, manipulating properties and subject matter to convey ideas whilst reflecting and evaluating
- Research different artists as inspiration from differing times and places and their use of different materials and techniques and other sources
- Reflect on ideas and work through oral and written form.

Learning outcomes

Outcome 1

On completion of this outcome the students should be able to source ideas and inspiration and use a variety of methods to translate these into visual language.

Task: Students will complete a selection of exploratory work showing sources of ideas, inspiration and aesthetic qualities.

Outcome 2

On completion of this outcome students should be able to explore and use a variety of materials and techniques whilst recording and developing ideas and sources of inspiration.

Task: Students will complete at least one artwork whilst evaluating and commenting in their workbook.

Outcome 3

On completion of this outcome students should be able to discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques.

Task: Students will produce written and oral presentations.

Assessment

Assessment is based on the satisfactory completion and achievement of three outcomes.

Unit 2 – Studio exploration and concepts

The focus of this unit is to establish an individual approach to develop skills using sources of inspiration and experimentation using varied materials and techniques. Students are to develop further, their understanding of aesthetic qualities to identify potential solutions prior to the making and the completion of artworks. Comparisons of contemporary art with historical art styles and movements are encouraged. Visiting a variety of exhibition spaces is of great benefit also.

Learning outcomes

Outcome 1

On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary.

Task: Following their written proposal, students will complete a variety of designs and experiment with materials to produce related art works. Thorough discussion and evidence of experimentation, with solutions are to be annotated in the work book.

Outcome 2

On completion of this Outcome, students should be able to examine and discuss historical and contemporary art periods and the ways in which design elements and principles, signs, symbols and images are used in a variety of art works to communicate ideas and develop styles.

Task: Students will complete written and oral presentations from historical and contemporary art periods. They will discuss the ways a variety of artworks using design elements and principles, signs and symbols, communicate ideas and styles. The use of appropriate art language and terminology is important.

Assessment

Assessment is based on the satisfactory completion of two outcomes.

VET Programs

Vocational Education and Training in Schools (VET)

Shelford offers a range of specialist courses which combine training and the VCE. These courses provide for the needs of students who are:

- Planning to progress directly to the workforce.
- Considering further education and training pathways.
- Seeking part-time employment while undertaking further studies by providing work-related skills and credentials.

Specialist VET programs provide students with:

- **The opportunity to undertake education and training programs.** These programs are in addition to, **not** instead of VCE.
- **Access to the VCE certificate.** On completion of their senior secondary courses, students leave Shelford with the VCE certificate, a training qualification and an ATAR. VET courses are credited as VCE Units.
- **A recognised and accredited training program which is recognised by the State Training Board.** Students can apply for entry to courses as an exiting VCE student or apply as a student through the training system. The additional experience that may be particularly useful to students wanting entry to industry-related courses that have an interview component in entry requirements. Students can also progress directly to employment.
- **Workplace experience which is structured and measured against outcomes.**

VET courses available (but not limited to):

- Certificate in Acting (Screen)
- Certificate in Allied Health Assistance
- Certificate in Animal Studies
- Certificate in Applied Fashion Design and Technology
- Certificate in Community Services
- Certificate in Equine Industry
- Certificate in Fitness
- Certificate in Hospitality
- Certificate in Interior Decoration

These courses are a complete training package. Students considering these courses should note that to gain the benefits and the training qualification they must complete all compulsory units and meet a minimum attendance requirement.

There are additional costs associated with these courses, a levy of \$900 per year is charged. This levy is not refundable should the student withdraw from the VET program. Parents will be advised if there are any additional costs.

Please note: The ways in which VET programs are organised is currently subject to review and costs may vary.

Students interested in VET courses should discuss their options with the Deputy Principal – Teaching and Learning.