



# PENINSULA

— G R A M M A R —



**YEAR 10 CURRICULUM  
HANDBOOK | 2020**



**“THE AVERAGE  
TEACHER  
EXPLAINS  
COMPLEXITY;  
THE GIFTED  
TEACHER REVEALS  
SIMPLICITY.”**

ROBERT BRAULT



# YEAR 10 CURRICULUM | 2020

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# WELCOME TO YEAR 10

## OUR VISION

Senior Years classes are about building the foundations for lifelong learning and encouraging the pursuit of personal excellence for every student. Teachers aim to inspire a passion for their subject, whilst teaching skills and knowledge that the students can apply throughout their Senior Years journey and beyond.

Learning is not an easy journey. There are moments of frustration and bewilderment, periods where no progress appears to be made. Then, somehow, it all makes sense and we see the world with a renewed clarity and purpose.

Learning starts with questions ... then it raises more questions. Learning is infinite – and that is what makes it so marvellous. The best minds understand that true learning is never stagnant, never conquered and never definitive. There are always new discoveries to be made, new perspectives to consider and new ideas to contemplate.

As much as the knowledge and skills that they take from their learning, great learners learn about themselves. They understand what motivates them, what makes them curious and what they need to work on to be successful. They know their weaknesses as well as their strengths. They discover that they can adapt to new situations and they begin to understand the ability they have when they put their mind to it.

Successful learners learn how to learn. They understand that learning is a skill that has to be worked at. It starts with an open mind, curiosity and an attitude that the world is a wondrous place worth finding out about. It requires all sorts of ways of thinking and imagining but it also calls for self-discipline. It requires effort and persistence; it involves targets and timelines and strategies and deadlines. It requires study, revision, discussion, debate and working with others.

Good learners understand that with curiosity and effort they grow and their knowledge and skills continue to develop. They understand that learning is about constant development and growth.

As students enter the Senior Years it is important to remember that a genuine love of learning, a growth mindset, the ability to work with and learn from others and the capacity to work independently will serve them as well in Year 10 as it will in their VCE. The experiences, knowledge and skills that our students gained in the Middle Years have formed the platform for successful senior studies.

Our Senior Years teaching team continually work to develop student's key learning skills and attributes. This will enable our students to approach their learning with an inquiring mind, to demonstrate a love of learning and a curiosity that has been shaped by hard work, self-discipline and an understanding of what makes them the learner that they are. These traits not only best prepare them to achieve their personal best in their VCE but also set them up to be lifelong learners with the skills to pursue their passion.

**Dr Mark Barnes**  
Deputy Head of Senior Years

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The Year 10 Curriculum handbook is produced for students of Peninsula Grammar entering Year 10 in 2020, and their parents. The handbook provides detailed information regarding the academic program offered at Year 10, including descriptions of the elective choices from which students are invited to build their program of study. Information is also provided regarding the development of pathways for study through to Years 11 and 12.

The handbook draws on some information published by the Victorian Curriculum and Assessment Authority (VCAA). The VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) is a further source of information regarding the VCE.

Questions regarding the Year 10 academic program or the VCE at Peninsula Grammar can be directed to the following Year 10 staff.

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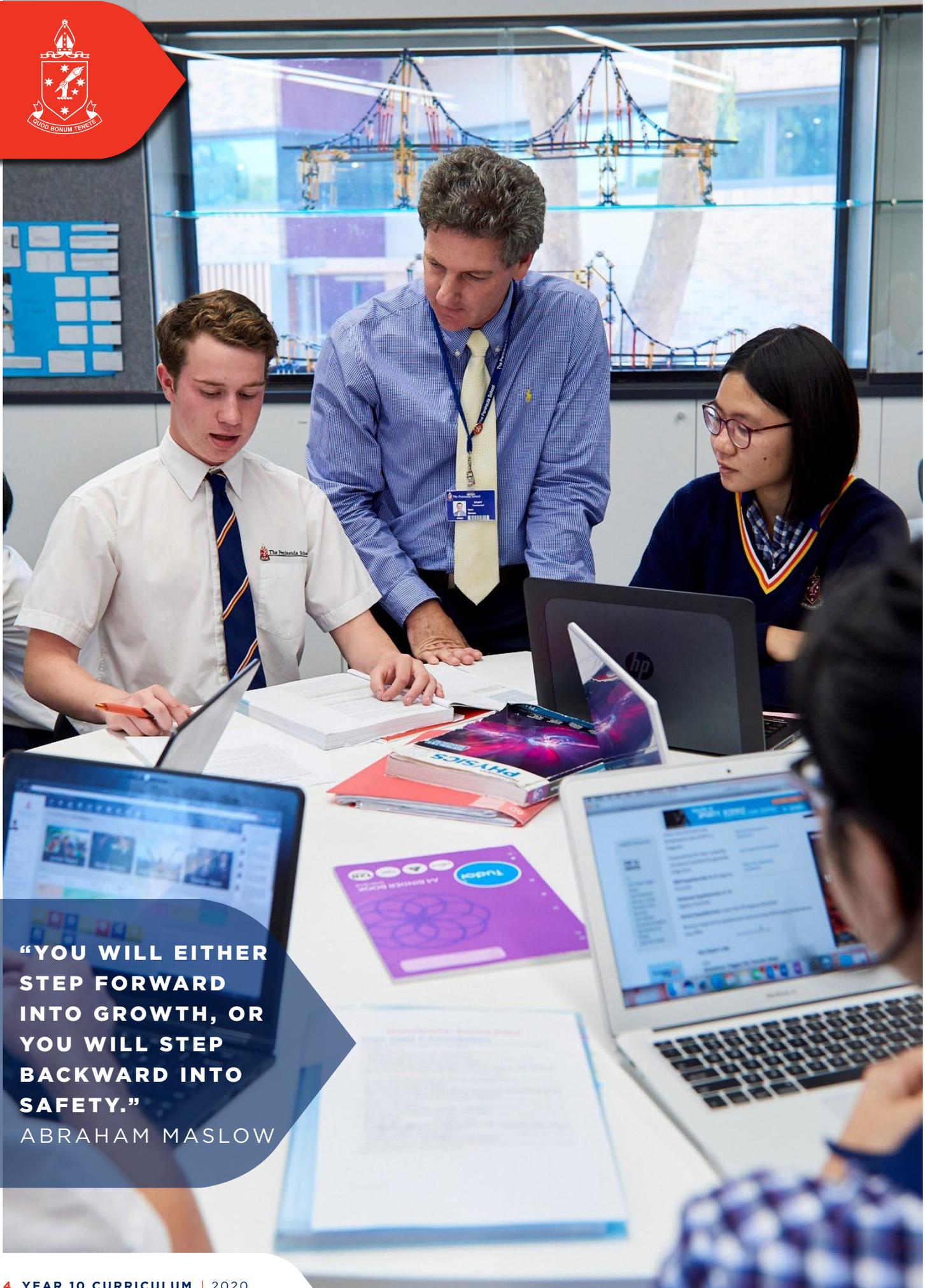
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**“YOU WILL EITHER  
STEP FORWARD  
INTO GROWTH, OR  
YOU WILL STEP  
BACKWARD INTO  
SAFETY.”**  
ABRAHAM MASLOW

# YEAR 10 AT PENINSULA GRAMMAR

## THE YEAR 10 CURRICULUM

The Year 10 academic program consolidates core skills in the disciplines of English, Mathematics, Science and Humanities and offers students the chance to begin to specialise in areas of ability and interest. As they pursue their passions and interests and develop the skills to make them robust, independent learners, students begin to build their pathways through to the final years of secondary education.

Fundamentally, the Year 10 academic program offers students the opportunity to build a program of study that interests them and meets their needs.

The Year 10 program provides students with:

- A strong foundation in preparation for entering the VCE program;
- A variety of learning experiences and environments that challenges them to develop vital 21st Century learning skills;
- Opportunities to explore their passions and interests through subjects linked to future pathways.

Victorian Certificate of Education (VCE) subjects are offered to students for the first time, allowing those with clearly identified pathways to pursue their interests.

### CORE SUBJECTS

Over the course of the year all students will study the following core subjects:

- English;
- Mathematics;
- Science;
- Humanities;
- Ethics and Social Justice;
- Physical Education.

### ELECTIVE BLOCK

Students must select four elective Units:

- A Unit 1 & 2 subject (two Units):
  - Biology
  - Business Management
  - Legal Studies
  - Computing
  - Psychology
  - Physical Education
  - Health
  - Chinese as a First Language;
- A language (two Units):
  - Chinese \*
  - French

*\* studied through correspondence through the Victorian School of Languages;*
- Up to four elective Units:
  - Commerce
  - Drama - *Performance That Matters*
  - Enterprise and Entrepreneurship
  - Food Technology
  - Game Maker Studio 2.0
  - International Commerce - *Asia and the States*
  - Media Studies - *The visual style of famous film Directors*
  - Music Production and Technology - *The Music Entrepreneur*
  - Outdoor Education
  - Product Design & Technology
  - Studio Arts 2D
  - Studio Arts 3D
  - Theatre Studies Live
  - Visual Communication Design.

## VCE PREPARATION

Our Year 10 program is focused on preparing our students for their VCE journey through the development of robust, independent learners ready for the challenge of VCE. All Pathways in Year 10 lead to the option of studying a Unit 3 & 4 Subject in Year 11. This means that all Year 10 students who attain an overall B average have the option to study one of the available Unit 3 & 4 subjects in Year 11 and will have the skills and learning habits required to succeed.

The electives enable our students to be better prepared for VCE. VCE study designs now place a stronger focus on problem solving, application of knowledge and self-directed investigations. Our rigorous electives aim to develop these skills in our students by exposing them to similar forms of assessment and tasks prior to their VCE journey.

## THE VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education is a two-year (four semester) program of study, in Years 11 and 12. Typically, Year 11 subjects are designated Units 1 and 2 studies, whilst the Year 12 subjects are designated Units 3 and 4. At Peninsula Grammar, some students elect to undertake a Unit 1 and 2 study in Year 10.

Five Unit 1 and 2 studies will be made available to Year 10 students in 2020: these are Biology, Business Management, Computing, Legal Studies and Psychology.

Each VCE unit lasts for one semester and represents approximately 100 hours of work, of which 50-60 hours is class time.

Units 3 and 4 are designed to be studied by Year 12 students but these studies may also be undertaken by students in Year 11. Units 3 and 4 must be taken as a sequence.

To complete the Victorian Certificate of Education students must satisfactorily complete a minimum of 16 units of study which include a minimum of three units from the English group, which must include Units 3 and 4 of an English.

## SELECTING A STUDY PROGRAM AT YEAR 10

Students select electives to study at Year 10; the precise number will be dependent upon whether they select to study a language or a VCE elective which are offered as full year subjects.

Initially, students will be asked to select their preferred four electives and four alternate electives. Every endeavor will be made to enable students to study their desired electives; however, in some instances, students may instead be offered one or more of their alternate selections.

All subjects are offered subject to the following constraints:

- Student interest; classes which do not attract sufficient student interest will not proceed;
- Teacher availability; some classes may not be able to proceed if a suitable teacher is not available;
- Timetabling that might prevent students from studying certain combinations of subjects;
- Resource limitations; some subjects have a quota restriction due to limitations on the resources required eg. PDT Furniture, CAD CAM.

In selecting their study program for Year 10 at Peninsula Grammar students should:

- Select studies in which they are interested;
- Consider what electives they studied in Year 9 and whether they would like to continue or broaden their study in that area;
- Consider whether they will undertake a Unit 3 and 4 study at Year 11 and what the appropriate pathway is to that study (Note: this may or may not be by selecting a VCE subject as some Unit 3 & 4 subjects can be undertaken without the Unit 1 & 2);
- Be aware of the implications of any requirements of tertiary courses or careers in which the student is interested;
- Ensure that they are performing at a high level across their academic program with a **B average** or demonstrating growth across the current academic year if they wish to undertake a Unit 1 and 2 study in Year 10.

## PATHWAYS TO YEARS 11 AND 12

For most students the Year 10 elective program offers the opportunity to pursue areas of passion and interest. Others may undertake a VCE Unit 1 & 2 subject in Year 10. Students will, under normal circumstances, only elect to study a VCE Unit 1 & 2 subject at Year 10 if they intend to study the VCE Unit 3 & 4 of the same subject in Year 11.

The selection of two Unit 3 and 4 studies in Year 11 is not advised: the workload, together with the student's four other subjects, can compromise a student's achievement. Six studies in Year 12 is a very heavy study program and is very rarely advised.

Restrictions may be applicable to a student's desired study plan due to:

- Timetable restrictions (particularly for students who request a change to their study program at the commencement of the new year);
- Class size limitations in some subjects.

The following table provides the options and pathways for students to the study of a Unit 3 & 4 at Year 11.

YEAR 10		YEAR 11
VCE Biology Units 1 & 2	➔	VCE Biology Units 3 & 4
VCE Business Management Units 1 & 2	➔	VCE Business Management Units 3 & 4
Advanced Mathematics	➔	VCE Further Mathematics Units 3 & 4
VCE Computing Units 1 & 2	➔	VCE Computing: Informatics Units 3 & 4
VCE Psychology Units 1 & 2	➔	VCE Psychology Units 3 & 4
VCE Physical Education Unit 1	➔	VCE Physical Education Units 3 & 4
VCE Health Unit 1	➔	VCE Health Units 3 & 4
VCE Legal Studies Units 1 & 2	➔	VCE Legal Studies Units 3 & 4

A common study program at Year 10, 11 and 12 would consist of:

- **Year 10** - one Unit 1 & 2 study, or, appropriate preparation subject;
- **Year 11** - one Unit 3 & 4 (a continuation from Year 10); five Unit 1 & 2 studies;
- **Year 12** - five Unit 3 & 4 studies.

## ASSESSMENT AND REPORTING

Grades in Year 10 are awarded according to the following standards. Students are assessed on their performance against the objectives and assessment criteria established for each task.

A+	90 - 100%	Well above the relevant State achievement standard
A	80 - 89%	
B+	75 - 79%	Above the relevant State achievement standard
B	70 - 74%	
C+	65 - 69%	Meeting the relevant State achievement standard
C	60 - 64%	
D+	55 - 59%	Approaching the relevant State achievement standard
D	50 - 54%	
E+	40 - 49%	Not yet at the relevant State achievement standard
E	0 - 39%	
NA		Not Assessed

**NA** (Not Assessed) is recorded where a student has been unable to complete a task due to absence, illness or other extenuating circumstances.

All assessment tasks are created whereby a 'C' is considered the proficiency of skills expected at that given year level according to the relevant Victorian curricula.

## ASSESSMENT OF VCE SUBJECTS

Unit 1 and 2 assessment is graded on a 10 point scale, A+ - E in accordance with other subjects at Year 10. This grading is for learning purposes and provides students with an indication of their learning progress and level of achievement; a student's achievement at the Unit 1 and 2 level has no bearing on the calculation of their Australian Tertiary Admission Rank (ATAR) that is calculated at the end of Year 12 based on their achievement in Unit 3 & 4 subjects.

## SATISFACTORY COMPLETION - S AND N

All VCE subjects require specified learning outcomes to be achieved; outcomes for each respective VCE study are listed together with the subject information in the pages that follow. If a student completes work set by their teachers and demonstrate that the learning outcomes have been achieved they will be deemed to have satisfactorily completed the unit. This decision is made by the School and reported to the Victorian Curriculum and Assessment Authority (VCAA) as S (satisfactory) or N (not satisfactory). Students receive an S or an N for all units, be they at the 1 & 2 or 3 & 4 level.

It should be noted that the awarding of an S or N for a given unit is entirely distinct from a student's level of achievement.

## INDIVIDUAL LEARNING PLANS

Students assigned an Individual Learning Plan (ILP) work to their own set of objectives based on their unique learning needs. These students receive 'starred' grades indicating their performance against their ILP objectives as set out in the table below:

<b>A*</b>	Outstanding performance against ILP
<b>B*</b>	Exceeding expectations of ILP
<b>C*</b>	Meeting expectations of ILP
<b>D*</b>	Approaching expectations of ILP
<b>E*</b>	Not yet meeting expectations of ILP



**“ANY FOOL CAN  
KNOW. THE  
POINT IS TO  
UNDERSTAND.”**  
ALBERT EINSTEIN



# CORE SUBJECTS

## ENGLISH

Department: English

### SUBJECT DESCRIPTION

The year in English is divided into three key sections. The first section covers the study of a common text and develops students' skills in analysing and exploring texts through essay writing. In the middle section, students thematically explore a 'Big Idea'. There are three 'Big Ideas' for students to choose from: Dystopia, Survival, and an Introduction to Literature. For their respective theme, students study two texts: a novel or biography and a feature film. Developing strong ideas around the theme, students complete a comparison of the texts. The final section of the course deals with the art of constructing effective arguments. Students analyse arguments created by other writers and, using what they have learned, construct their own arguments in both written and verbal form.

### AREAS OF STUDY

- **Reading, Creating and Transforming:** students study a common text and a selection of short stories, with a focus on developing both Creative and Analytical responses;
- **Big Ideas:** the focus here will be the exploration in depth of a key theme. Students will be invited to present their personal perspectives on the theme through a range of collaborative and individual tasks that will also vary around their Listening, Writing and Speaking skills;
- **Analysing and Presenting Arguments:** students study the construction of arguments and examine how language and visual techniques can be used to support those arguments. Students will analyse persuasive texts and, from there, construct their own arguments.

### ASSESSMENT

- **Analysing and Presenting Arguments:** language is used to support arguments in the media; persuasive writing task; contribution to an inter-class debate;
- **Big Ideas:** understanding of the individual texts; engagement with the key ideas; comparison of the texts within the context of the Big Ideas;
- **Creating and Transforming:** a creative and an analytical response to the set text;
- Examination.

### RESOURCES

R. Johnstone, *Analysing and Presenting Argument*.

Big Ideas novel.

Film texts.

### PATHWAYS TO FUTURE STUDY

This course is designed to offer students a thorough preparation for the study of both English and English Literature in Year 11. Students contemplating Literature will be advised of the most suitable Big Ideas Unit.

## FOUNDATION ENGLISH

**Admission to this subject is coordinated by the Department of Learning Support.**

Foundation English is studied concurrently with core English and is a full year subject studied as part of a student's elective program.

Foundation English is a VCE accredited course at the Units 1 & 2 level. It is designed for students needing to consolidate basic literacy skills. The course is aimed at developing the confidence of students who have encountered difficulty with aspects of the core English program throughout Middle Years and who have clearly defined programs with the Department of Learning Support.

Students will read short stories, print media texts and view documentary films. Basic skills exercises, derived from these texts, will be completed by the students. Paragraphing, sentence structure and spelling will be the focus of these activities. Contemporary literature and issues will determine the texts to be used. Students will be required to develop written responses within the classroom environment to prepare them for the demands of examinations.

Students will complete all tasks during timetabled periods. Revision and review will form the basis of homework.

## ENGLISH AS AN ADDITIONAL LANGUAGE

**This subject is only available for students of a non-English speaking background who meet the requirements for enrolment in the VCE as an EAL study.**

### SUBJECT DESCRIPTION

The Year 10 EAL course addresses the content and standards of the Australian Curriculum, as well as consolidating skills and knowledge that will be needed for VCE study.

### AREAS OF STUDY

- **Language Skills:** students work at consolidating their language skills: grammar, sentence structure, punctuation, paragraphing, pronunciation and skimming and scanning for information in written texts;
- **Analysing and Presenting Argument:** students study persuasive language techniques in a variety of contexts. Initially, students work on their oral skills and note-taking. They then analyse persuasive language use in the media and compose their own persuasive texts;
- **Theme Study:** in Term 3 students focus on the theme of justice. This will involve research and a creative writing task;
- **Reading and Responding:** in Term 1 and Term 4 students study a common set text, with a focus on preparing students for the Reading & Responding Area of Study in VCE English.

## ASSESSMENT

- Analysing and Presenting Argument;
- Analysis of persuasive language in the media;
- Persuasive writing task;
- Oral presentation;
- Comparative Study:
  - Folio of three tasks, including one conducted under test conditions;
- Reading and Responding:
  - A creative and an analytical response to the set text;
- There will be an examination at the end of each semester.

## RESOURCES

T. Winton, *Blueback*.

M. Haddon, *The Curious Incident of the Dog in the Night-Time*.

## PATHWAYS TO FUTURE STUDY

This course offers students a thorough preparation for the study of VCE EAL Units 1 & 2.

## ENGLISH AS AN ADDITIONAL LANGUAGE - EXTRA ENGLISH

Extra English is offered as a compulsory full year subject for EAL students. This subject is designed to provide support to EAL students in all areas of the curriculum. There is a focus on academic language, grammar and writing skills. It is expected that the students will work with the teacher, individually and in groups. There is no formal assessment.



## MATHEMATICS

The mathematics program at Year 10 provides four courses catering for the breadth of student needs:

- Advanced Mathematics;
- Core Mathematics (Methods);
- Core Mathematics (Further);
- Foundation Mathematics (VCE Foundation Mathematics Units 1 & 2).

The Mathematics Department assist all students in determining the appropriate level of mathematics for study at Year 10. This will commence during Year 9 such that, by the end of the year, they have a clear understanding of their pathways.

## ADVANCED MATHEMATICS

Enrolment in this course is coordinated by the Mathematics Department and is determined by consideration of a student's:

- Results (topic tests and examinations) and the content of the student's workbook;
- Record of completing and submitting tasks;
- Interest in learning and studying mathematics;
- Work ethic.

### SUBJECT DESCRIPTION

The course caters for the highly able mathematician and introduces many new topic and content areas; it is provided as an opportunity for acceleration at Year 10 and offers a significant challenge. There is an emphasis on algebraic skills, algorithms and structured solutions.

### AREAS OF STUDY

- **Arithmetic** including the topics of number systems, sequences and series;
- **Data Analysis and Simulation** including the topic of bivariate statistics;
- **Algebra** including the topic of advanced algebra and linear modelling;
- **Geometry and Trigonometry** including the topics of coordinate geometry and trigonometry;
- **Matrices.**

### ASSESSMENT

- Topic Tests;
- Problem Solving and Projects;
- Progress Checks;
- There will be an examination at the end of each semester.

## RESOURCES

*Essential Mathematics for the Victorian Curriculum Year 10 & 10A.*

CAS calculator (Casio ClassPad).

## PATHWAY TO FUTURE STUDY

Typically, students who complete this course would undertake VCE Mathematical Methods Units 1-4 in Years 11 and 12 and Specialist Mathematics Units 1 and 2 in Year 11. Many go on to also study VCE Specialist Mathematics Units 3 & 4 in Year 12; VCE Further Mathematics Units 3 & 4 is also a possible subject for study. This course allows students to keep all tertiary pathways available.

## CORE MATHEMATICS (METHODS)

### SUBJECT DESCRIPTION

Core Mathematics (Methods) is provided as a pathway to Mathematical Methods Units 1 to 4. Mathematical Methods, at VCE, is a challenging course and is designed for (approximately) the top 15% to 20% of Mathematicians in the state. The course at Year 10 emphasises 'by hand' methods rather than 'calculator' methods and explores the algebraic and graphical elements of mathematics. Together these areas open a vast array of mathematical concepts, ideas and investigations. The Year 10 course requires a strong foundation in algebra.

### AREAS OF STUDY

- **Number and Algebra** including the topics of exponents, surds, linear and quadratic graphs, linear and quadratic equations, expanding and factorising;
- **Measurement and Geometry** including trigonometry;
- **Statistics and Probability.**

### ASSESSMENT

- Topic Tests;
- Problem Solving and Projects;
- Progress Checks;
- There will be an examination at the end of the semester.

## RESOURCES

*Essential Mathematics for the Victorian Curriculum Year 10 & 10A.*

CAS calculator (Casio ClassPad).

## PATHWAY TO FUTURE STUDY

Students successfully completing this subject are able to study the full suite of VCE Mathematics subjects at Years 11 and 12 including VCE Mathematical Methods Units 1-4 and VCE Specialist Mathematics Units 1 - 4. This level of mathematics keeps all tertiary pathways open for students.

## CORE MATHEMATICS (FURTHER)

### SUBJECT DESCRIPTION

Core Mathematics (Further) is a pathway to the Further Mathematics Units 1 to 4 course which, at VCE, is designed to meet the Mathematical needs of (approximately) 80% of the students in the state. The course places an emphasis on 'calculator' methods above 'by hand' methods and focuses on the practical and applicable elements of mathematics. Algebra techniques play only a small part of this course.

### AREAS OF STUDY

- **Number and Algebra** including the topics of exponents, surds, linear graphs, linear equations and consumer mathematics;
- **Measurement and Geometry** including trigonometry;
- **Statistics and Probability** with an emphasis on statistics.

### ASSESSMENT

- Topic Tests;
- Problem Solving and Projects;
- Progress Checks;
- There will be an examination at the end of each semester.

### RESOURCES

*Essential Mathematics for the Victorian Curriculum Year 10 & 10A.*

CAS calculator (Casio ClassPad).

### PATHWAY TO FUTURE STUDY

This course of mathematics is structured to provide students a strong foundation in many of the topic areas studied in VCE Further Mathematics Units 1 - 4. Undertaking this course limits a student's pathways for mathematical study at Years 11 and 12 and is **not** suitable for students intent on studying VCE Mathematical Methods Units 1 - 4 or VCE Specialist Mathematics Units 1 - 4. Consequently, it places some restriction on tertiary pathways that may require VCE Mathematical Methods as a pre-requisite.

## FOUNDATION MATHEMATICS

### VCE FOUNDATION MATHEMATICS UNITS 1 & 2

**Enrolment in this subject is coordinated by the Mathematics Department with the Department of Learning Support and is not available to all students.**

### SUBJECT DESCRIPTION

Foundation Mathematics is a VCE accredited course at the Units 1 & 2 level. The course is aimed at developing the confidence of students who have encountered difficulty with aspects of the core Mathematics program throughout the Middle Years and for whom other VCE Mathematics would be prohibitively difficult. It is designed to consolidate basic numeracy skills, emphasises 'calculator' methods above 'by hand' methods and focuses on 'real world' situations of Mathematics.

### AREAS OF STUDY

- Budgeting;
- Travel: Domestic and Overseas;
- Finance;
- Numbers.

### ASSESSMENT

- Topic Tests;
- Problem Solving and Projects;
- Progress Checks;
- There may be an examination at the end of each semester.

### RESOURCES

*Maths in Practice - Pre-vocational Maths 1 & 2* (Cambridge University Press)

CAS calculator (Casio ClassPad).

### PATHWAY TO FUTURE STUDY

Typically, students completing Foundation Mathematics do not continue with their study of mathematics in Years 11 and 12. Students should therefore be aware of the following implications:

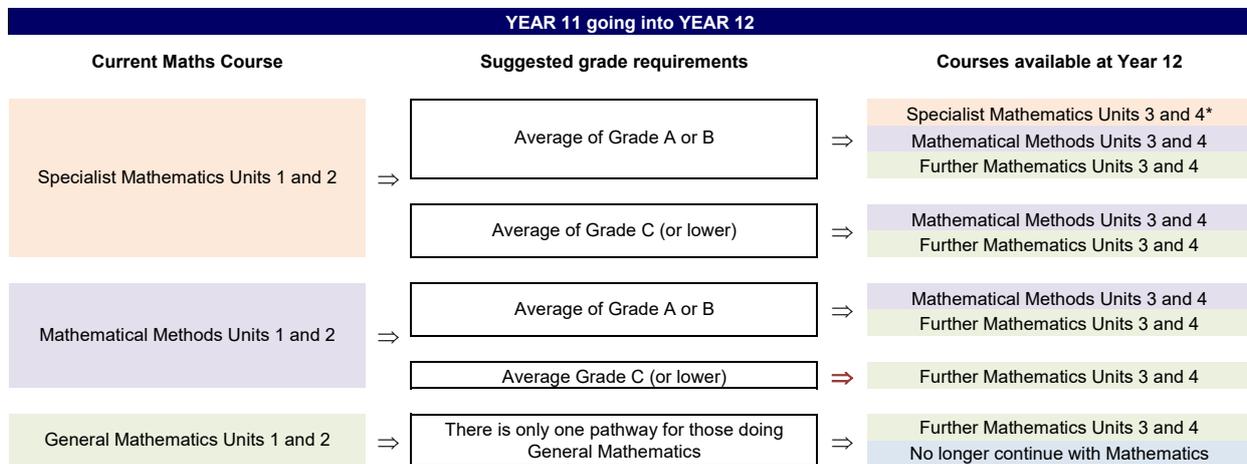
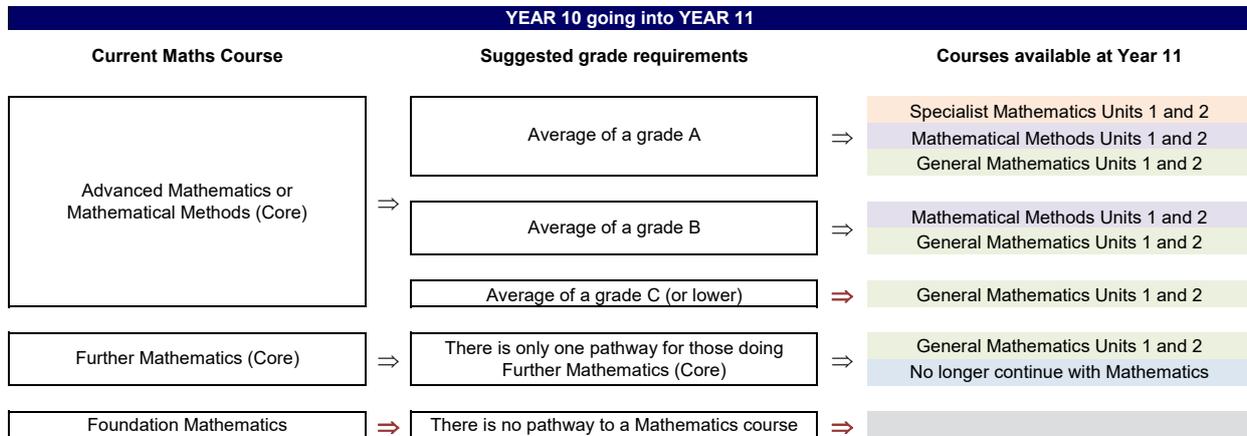
- University courses requiring Year 12 Mathematics will not be accessible directly on completion of Year 12;
- Several university courses require Year 11 General Mathematics and do not accept Foundation Mathematics. These include Primary Teaching at all universities and, IT, Business, Nursing and Midwifery courses at Monash University;
- The Defence Forces Trades Scholarships do not accept Foundation Mathematics;
- There are several university courses (Nursing, Psychology, Business) that do not require General Mathematics but would be difficult for students without a reasonable background in mathematics.

Any student potentially studying Foundation Mathematics should consult with the Careers Department and their VTAC Guide to ensure they are aware of the implications of doing so.



# PENINSULA GRAMMAR RECOMMENDED PATHWAYS THROUGH VCE MATHEMATICS

The following flow chart maps the most popular combinations of units in VCE Mathematics



Before students choose their Year 11 and 12 Mathematics subjects they should refer to **The VTAC Guide** which lists Mathematics pre-requisites for all tertiary courses offered.

\* It is a requirement that students must be concurrently studying (or have previously studied) Mathematical Methods Units 3 and 4 to undertake Specialist Mathematics Units 3 and 4

## Important Information about Mathematics at VCE level

### Specialist Mathematics

Specialist Mathematics is a challenging course which is conceptual and steeped in algebra. This course has been designed for (approximately) the top 3% to 8% of Mathematics students in the state of Victoria. Students are expected to have an excellent understanding of Algebraic techniques and be able to apply them to conceptual, application based problems. This course is extremely rewarding for students who are passionate about Mathematics. Many find the challenge of the course very interesting. The course expects the use of a CAS calculator.

### Mathematical Methods

Mathematical Methods is not, contrary to popular opinion, the middle maths. Mathematical Methods is designed for (approximately) the top 15% of Mathematics students in the state of Victoria. This is a challenging course which requires a significant understanding of algebraic techniques which are applied to application style questions. Whilst the course is CAS based, there are two papers to the VCE examination; one requires the use of a calculator, the other does not. VCAA have suggested that, in comparison to all other VCE courses, the workload for Mathematical Methods Units 1 and 2 far exceeds that of other subjects. Students would be expected to complete a minimum of between 4 to 6 hours of independent study per week to complete the minimum requirements of the course.

### Further Mathematics

Further Mathematics is designed for approximately 80% of Mathematics students in the state of Victoria. Far from being the lowest Mathematics course, it is probably the most practical. The course is completely CAS calculator enabled and deals with many real world topics which might have a greater relevance to careers than both the Methods and Specialist courses. This course is considered acceptable for entry to many university courses (but students should research specific course entry requirements).

## SCIENCE

Department: Science

### SUBJECT DESCRIPTION

In Year 10, Peninsula Grammar offers two Science courses: Specialist Science and Core Science. Students select one of these courses for the entirety of the year. *Please note: This is not a semester-based selection.*

Specialist Science is designed for students with ambitions to study VCE Physics and/or Chemistry when they reach Years 11 and 12. In Specialist Science students acquire an appreciation of complex scientific concepts, principles and models and they develop high-order experimental skills through the planning, implementation, analysis and evaluation of scientific investigation. Specialist Science is designed for enthusiastic students who have demonstrated a strong level of scientific understanding in Year 9.

Core Science develops an understanding of essential scientific concepts, skills and knowledge and the application of science to day-to-day living. Core Science covers the four areas of endeavour: Biology, Chemistry, Earth Sciences, and Physics. The course provides students with the opportunity to complete their formal education in science; students may also study Chemistry, Physics or Biology at the VCE level providing they have acquired a strong understanding of the Core Science knowledge, practices and skills.



### AREAS OF STUDY

- Biology:
  - Genetics;
  - Evolution and Diversity;
- Chemistry:
  - Atomic theory and the Periodic Table;
  - Types of Chemical Reactions;
- Earth Sciences:
  - Evolution of the Universe;
  - Global systems;
- Physics:
  - Energy conservation and transformations;
  - Motion.

### ASSESSMENT

- Tests;
- Projects;
- Practical Reports;
- There will be an examination at the end of each semester in both Specialist Science and Core Science.

### RESOURCES

Peninsula Grammar Science Digital Resource (Year 10).

STILE *Years 7-10 Interactive Science Resource.*

Calculator: Texas Instruments Scientific TI-30X BM.

### PATHWAYS TO FUTURE STUDY

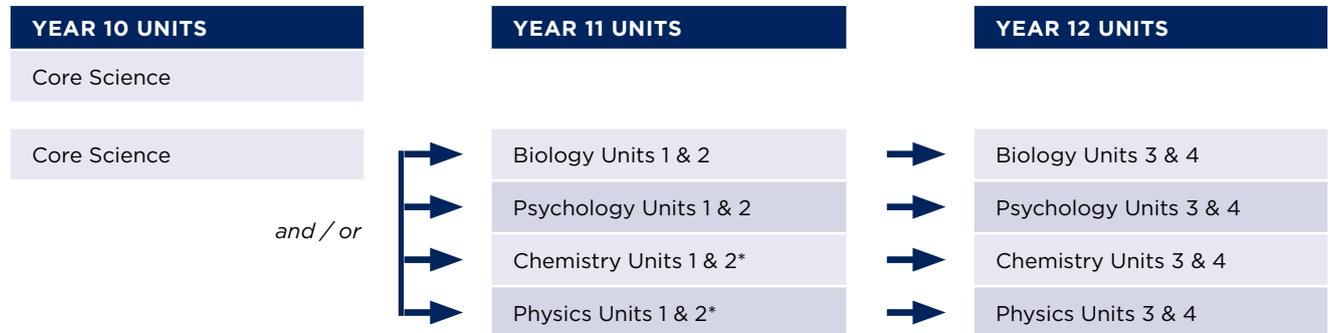
Both courses prepare students to undertake any of the science disciplines in VCE.



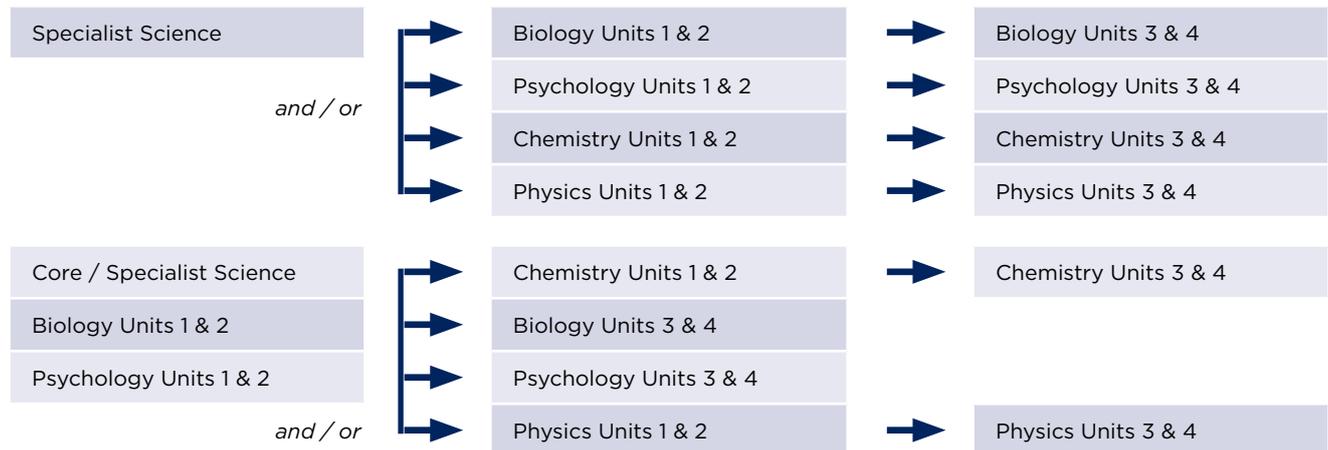
## RECOMMENDED PATHWAYS THROUGH VCE SCIENCE COURSES

The following flow chart represents the possible pathways of units in VCE Science.

Students may take one or more combinations of each of the following.



\* The study of Physics and / or Chemistry at the VCE level is dependent upon students having acquired a strong enough understanding of the Core Science knowledge, practices and skills



# HUMANITIES: GEOGRAPHY & HISTORY

Department: Humanities

## SUBJECT DESCRIPTION

The study of Humanities enables students to investigate the rapidly changing world in which they live and weigh up competing claims about the past and present. Humanities runs for the full year and is comprised of two semester-length subjects: Geography and History. Geography seeks to broaden students' learning by focusing upon issues for the future on local, national and global scales. History examines the modern world and develops skills of historical understanding, questioning, research, analysis, and communication.

## AREAS OF STUDY

### GEOGRAPHY:

- **Environmental Change and Management:** sustainability and environmental management plans, and a focused study of marine environments;
- **Geographies of Human Wellbeing:** understanding human wellbeing and development, including global variations.

### HISTORY:

- **Rise of the Nazis:** focusing on the events that occurred between the two World Wars and the conditions that lead to the rise of Adolf Hitler and the Nazi Party;
- **Social Life in Nazi Germany:** exploring life in Nazi Germany and the social changes that took place during this time;
- **Rights and Freedoms:** the struggle for rights and freedoms for Aboriginal and Torres Strait Islander peoples, and the US Civil Rights Movement.

## ASSESSMENT

### GEOGRAPHY:

- Geographical and research reports;
- Data analysis tasks.

### HISTORY:

- Document analysis;
- Written responses;
- Essay.

There will be an examination at the end of each semester for both Geography and History.

## RESOURCES

**Geography:** Jacaranda Geography textbook to be purchased as per the booklist.

**History:** Students are provided with a resource booklet at the start of this unit.

## PATHWAYS TO FUTURE STUDY

Geography provides an introduction to many geographical skills which will be helpful for studying VCE Geography Units 1, 2 3 & 4. History provides both knowledge and skills which will assist in the study of VCE Units 1 & 2 Twentieth Century History and Units 3 & 4 Revolutions. Research and critical analysis skills will also provide important skills for a variety of other subjects, including Units 3 & 4 Global Politics and VCE Religion and Society.



## SOCIAL JUSTICE AND ETHICS

Department: Humanities

### SUBJECT DESCRIPTION

Choosing which values to live by in principle and practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions. In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives and apply them to contemporary social justice issues.

### AREAS OF STUDY

- Definition of ethics;
- Perceptions and values;
- Analysing ethical arguments;
- Buddhism;
- Islam.

### ASSESSMENT

- Research based task on the ethics of a social justice issue of the student's choice;
- Collaborative based learning multimedia presentation;
- Tests.

### RESOURCES

Materials provided by the classroom teacher.

### PATHWAYS TO FUTURE STUDY

This course will provide students with a foundation in knowledge and skills to pursue Religion and Society Unit 3 & 4.

## PHYSICAL EDUCATION

Department: Physical Education

### SUBJECT DESCRIPTION

The Year 10 Physical Education curriculum presents students with the opportunity to explore a range of lifestyle activities which include: golf, assorted target sports, mixed doubles tennis, self-defence and dance. It also allows students to take on a wider range of roles beyond the traditional role of player, through various Sport Education units. In these units all students get the opportunity to be an umpire, scorer, captain and coach for their teams. Much of the assessment follows a Teaching Personal and Social Responsibility model.

### AREAS OF STUDY

#### Semester 1

- **Games for Life:** golf, assorted target sports, mixed doubles tennis;
- **Sport Education:** volleyball and basketball.

#### Semester 2

- **Self-defence** and individual conditioning;
- **Dance;**
- **Sport Education:** touch rugby.

### ASSESSMENT

- Teaching - Personal and Responsibility Model rubric;
- Self-reflection;
- Practical performance and Game Smart Activities.

### RESOURCES

Materials and equipment are provided by the classroom teacher.

### PATHWAYS TO FUTURE STUDY

This course uses language and discusses theory that is relevant to VCE Physical Education Units 1-4.



**“A WELL  
EDUCATED MIND  
WILL ALWAYS  
HAVE MORE  
QUESTIONS THAN  
ANSWERS.”**  
HELEN KELLER

# YEAR 10 ELECTIVES

## COMMERCE

**Department: Commerce**

### SUBJECT DESCRIPTION

The aim of this elective is to provide background to assist those contemplating doing one or more of the VCE subject offered by the Commerce Department namely Economics, Business Management, Accounting and Legal Studies. Students are often unsure when making their Year 11 and 12 subject choices about what the Commerce subjects involve. This elective will give students a snapshot of each subject so that more informed choices can be made with their future subject selections. The content will be delivered in an engaging manner based on current events.

### AREAS OF STUDY

#### Economics

- Explanation of economic activity and the business or economic cycle;
- Role of government in promoting economic activity;
- Reasons for fluctuations in economic activity.

#### Business Management

- Importance of corporate social responsibility (CSR) in modern business behaviour;
- Significance of key performance indicators in achieving business objectives;
- Cost reductions and efficiency improvements in business.

#### Legal Studies

- Understanding of the Victorian Criminal Justice system;
- Significance of the Victorian court system;
- Role and function of the Parliament in respect to developing law.

#### Accounting

- Understanding how the finances of a small business are recorded and managed;
- Preparation and use of financial reports such as an Income Statement;
- Calculation and reporting of GST to the Australian Taxation Office.

### ASSESSMENT

- **Introductory task:** identification of key subject terms;
- **Independent research project:** student investigation in consultation with the teacher;
- **Real-world problem solving:** student application in consultation with the teacher.

### PATHWAYS TO FUTURE STUDY

Recommended for those considering Commerce subjects in the Senior Years.

## DRAMA - PERFORMANCE THAT MATTERS

Department: Drama

### SUBJECT DESCRIPTION

Students participate in two small group performance projects: the first, a teacher-initiated piece of ensemble theatre. They will create a class performance in the style of famous drama thinkers from the past. The second performance project will focus on solo performance work. Here you will create your own short solo performance on a predetermined topic. Drama focuses on the craft of acting. You will learn acting skills, performance techniques and technical knowledge all focused on the actor and devising your own work.

### AREAS OF STUDY

- **Construction techniques:** discover improvisation and scriptwriting, blocking and editing, research and brainstorming; all the different ways we can take your idea and bring it to life;
- **Performance techniques:** discover how we refine the acting and staging of your ideas for an audience;
- **Watching other people's work:** discuss how we construct and present performance work and then look at how the professionals do it.

### ASSESSMENT

- **Making - the Practical work** - teacher observation on how you approach practical activities;
- **Presenting - the Performance work** - assorted performance tasks across each unit;
- **Responding - the reflective work** - assorted oral and written tasks that reflect on the work of the class and the work of professional theatre groups.

### RESOURCES

OneNote folder will be set up with links to all necessary resources.

Students will need to be able to record and upload performance work (laptop/phone/USB).

### PATHWAYS TO FUTURE STUDY

This course leads to VCE Drama 1- 4. It is designed for students interested in:

- any further study that fosters collaborative and creative processes e.g. Advertising. Film Studies;
- the Performing Arts: as actor, director, writer, producer, technician, designer.

## ENTERPRISE AND ENTREPRENEURSHIP

Department: Commerce

### SUBJECT DESCRIPTION

What does it mean to be enterprising? The world of work is changing rapidly, and we need a range of skills such as enterprising behaviour, leadership and innovation. Students investigate enterprising behaviours that transfer into work, life and business opportunities and explore how industries are changing and how innovation and problem-solving is critical to get ahead in today's global marketplace. Students will come up with an idea and create a product or service that is different and unique. They will research the likelihood of success and pitch their idea to a panel.

### AREAS OF STUDY

- **Changing work landscape:** how business environments change in Australia and globally;
- **Global market:** skills to succeed on a global scale to participate as active citizens;
- **Innovation:** how to create and maintain a competitive advantage in the global market;
- **\$20Boss program:** plan, budget and market an entrepreneurial idea;
- **Big Idea:** creation of a product or service to pitch to a panel;
- **Social enterprises:** involvement in the Ygap 5c campaign and the Thank You Ambassador program;
- **Financing a small business:** bank loans to 'Go Fund Me' and 'Crowd Sourcing'.

### ASSESSMENT

- Test on key terminology and current case studies and issues;
- Research report on the changing work landscape and how innovation and entrepreneurship is important in today's workplaces;
- 'Shark Tank'. The pitch and reflection on success.

### PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in VCE Units 1 & 2 Business Management, Accounting and Economics.

## FOOD TECHNOLOGY

Department: Art, Design and Technology

### SUBJECT DESCRIPTION

Food Technology brings our students into the kitchen to prepare – and enjoy – their culinary creations. Practical skills and healthy choices are blended in an investigation of nutrition and connecting to others through food. As a design subject, students utilise the design process to make decisions, solve problems and develop critical and creative responses to the practical concerns of individuals, families and communities. Students make choices about the foods they cook and they evaluate the influences on the ingredients and cooking methods they use in the creation of their own products. The Year 10 Food Technology course covers a lot of the basic assumed knowledge from both a practical and theoretical point of view that is required for VCE Food Studies.

### AREAS OF STUDY

- **Food safety and hygiene:** safe preparation and handling of food in the kitchen;
- **Nutrition:** comparing food models, nutritional needs throughout the lifespan, modifying or enhancing recipes for dietary requirements including allergies and intolerances;
- **Sustainability** of our food choices including the food waste, ethical concerns around consumption of animal products and how we can make more sustainable choices;
- **Design process** to develop a food product to meet the needs of the brief;
- **Science of food** through the functions of natural food components such as starches, protein, sugar and fats/oils.

### ASSESSMENT

- Food safety and hygiene through practical skills and evaluations;
- Design task: research, plan, produce and evaluate an individual product;
- Ingredient investigations;
- Examination.

### RESOURCES

School-branded apron, plastic container.

### PATHWAY TO FUTURE STUDY

A study in Food Technology at Year 10 leads to further study of VCE Units 1-4 Food Studies. Career paths include: dietitian, nutritionist, food scientist, food technologist, food product development, quality manager, chef, food writer, food stylist, kitchen designer, author and event manager.

## GAME MAKER STUDIO 2.0

Department: Information Technology

### SUBJECT DESCRIPTION

Students undertake an introduction to programming and game creation. They will encounter programming language and all the associated rule and syntax as well as develop exciting sprites and sounds to enhance the playability of their game.

### AREAS OF STUDY

- **Intro to Game Maker Studio 2.0:** learn the basics of creating sprites, objects, rooms, levels, game design;
- **Progressing** from Drag and Drop to coding of objects: introduction to GML coding and its syntax; investigating examples of If statements, loops and Parent-Child relationships in objects;
- **Game Creation** using coding: create a game using the skills developed in the early stages of the course.

### ASSESSMENT

- Completing tutorials and creating first game using drag and drop skills;
- Converting drag and drop games into complete code versions;
- Demonstration of coding skills to address challenges along with Game Design elements.

### RESOURCES

Laptop and appropriate software.

### PATHWAYS TO FUTURE STUDY

This subject leads on to VCE Unit 1 & 2 Computing.

## INTERNATIONAL COMMERCE - ASIA AND THE STATES

Department: Commerce

### SUBJECT DESCRIPTION

Understanding globalisation and global business is critical in today's world. This subject focuses on two important global regions in international business and economics, Asia and the United States of America. The Asian region holds exciting opportunities for students in relation to work and business. This subject looks at values, culture, business etiquette, economies and politics and explores how countries such as China and the United States of America work with Australia, equipping students with strong skills so they can be successful global citizens.

### AREAS OF STUDY

- **Globalisation:** business and personal opportunities available around the world;
- **Asian culture:** language, history and economics;
- **China and India:** two of the world's largest economies;
- **Australia and Asia:** politics, trade and big business;
- **United States:** our second largest trading partner;
- **Political impact of the USA and China:** the influence this has on other countries.

### ASSESSMENT

- Test on globalisation and the cultural and business skills needed to work globally;
- Research task on the skills and capabilities needed to succeed in China and the USA;
- Report on current issues in the USA and how this impacts on both Asia and Australia.

### PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue VCE Business Management Units 1 & 2, VCE Economics Units 1 & 2 and/or VCE Global Politics.

## LANGUAGES - CHINESE

Department: Victorian School of Languages for Chinese

### SUBJECT DESCRIPTION

This course will teach the vocabulary and grammatical aspects which are related to real-life situations: shopping, making phone calls, eating as a house guest or in a Chinese restaurant, weather conditions.

### AREAS OF STUDY

- **Speaking and conversing:** students learn to communicate and express themselves verbally using vocabulary and sentence structures;
- **Listening and responding:** students listen to conversations about daily activities in Chinese-speaking community life, interpret and obtain information from spoken texts, as well as responding to the questions asked;
- **Reading and responding:** students read a variety of text types, such as dialogues, letters, notes and diary entries;
- **Writing:** students experience the writing of characters in the correct stroke order, recognise and follow the character formation rules, and produce more complex sentences and paragraphs using some logical conjunctions;
- **Grammar:** more grammatical elements are introduced at this level, such as word classifications, complex sentences, grammatical particles indicating tense and aspect.

### ASSESSMENT

At the completion of each unit of study, students complete the following tests:

- Listening;
- Speaking;
- Reading;
- Writing.

### RESOURCES

*Nihao Book 2*, and Workbook, e-Text and e-Work.

*Dr. Zhou's Rhymes Book 2*, and Worksheets.

Language Perfect.

Quizlet.

### PATHWAYS TO FUTURE STUDY

This course is a pre-requisite for students wishing to study VCE Chinese.

## LANGUAGES - FRENCH

Department: Languages

### SUBJECT DESCRIPTION

In a rapidly changing world, language can open many doors. In their study of French students continue along the pathway to becoming a global citizen. They increase their ability to communicate by refining and improving their listening, speaking, reading and writing skills in a variety of situations. Some of the topics explored to provide a context for studying French include school life and relationships, travel and culture in the francophone world.

### AREAS OF STUDY

- **Language Skills:** listening, speaking, reading and writing in a variety of authentic contexts with the goal of enabling students to use French effectively and appropriately;
- **Intercultural understanding:** students look at differences between, and features of, their own culture in comparison with the francophone world and gain an increased awareness of their own individuality and their place within the wider community;
- **Grammar and Structure:** which can help to reinforce the study and understanding of English and enable students to become effective communicators both verbally and in the written form.

### ASSESSMENT

- Regular vocabulary and grammar tests;
- Assessment in the four key skills each term:- students will be expected to read and listen for gist as well as note key points in texts and audio material; participation in role-plays, interviews and oral presentations; demonstrate understanding of grammar and structure and write in an increasing variety of text types;
- There will be an examination at the end of each semester.

### RESOURCES

Textbook and workbook.

*Language Perfect* internet vocabulary exercises.

### PATHWAYS TO FUTURE STUDY

This course is a pre-requisite for students who wish to continue with the study of French into VCE. Students will also be offered the opportunity to participate in the Notre Dame French Exchange in Year 10. Intercultural understanding and language skills are some of the essential skills and knowledge needed for effective participation in a world which is becoming increasingly culturally and linguistically diverse.

## MEDIA STUDIES - THE VISUAL STYLE OF FAMOUS FILM DIRECTORS

Department: Media Studies

### SUBJECT DESCRIPTION

Students explore and discover all the best directors from throughout cinematic history and specialise in their favourite director's visual style. The students will learn what makes a famous film director a true auteur. They will study their techniques and become very familiar with their chosen director. The students then plan, design and create a short film or animation based on their favourite director's techniques.

### AREAS OF STUDY

- **Auteur theory:** what makes a famous film director's visual style so significant?
- **Folio planning:** students plan for a short film or animation in a small folio;
- **Technical studies:** students will shoot and edit a short film or animation using Premiere Pro.

### ASSESSMENT

- Short film that analyses the visual style of an auteur;
- Folio that plans for the making of a short film;
- Short film or animation in the style of a chosen auteur.

### RESOURCES

OneNote folder will be set up with links to all necessary resources.

School computers, cameras, lighting, sound and software will be provided.

### PATHWAYS TO FUTURE STUDY

This course leads to VCE Media Studies 3 – 4. It is designed for students interested in any further study that fosters collaborative and creative processes such as advertising or film studies. It is also an introduction to roles within the Performing Arts: actor, director, writer, producer, technician or designer.

# MUSIC PRODUCTION & TECHNOLOGY - THE MUSICAL ENTREPRENEUR

Department: Music

## SUBJECT DESCRIPTION

This course is for students who have an interest and passion for creating, presenting or performing music.

It provides students with the practical knowledge to enhance current musical skills for composition and performance purposes, as well as the opportunity to enhance or discover skills that enable you to play, sing, develop a demo recording and use technical equipment to record and transform sound for the purposes of performance and presentation.

Students will develop their knowledge of music, the performing arts and creative arts industries. The units of study undertaken will help to develop students' skills and knowledge in music literacy, musical performance and audio/sound production.

Entry Requirements: This is an open entry course as there are no pre-requisites. All you need to have is an interest in music and technical production (music/drama/stage).

## AREAS OF STUDY

- **Composer:** the skills necessary to create original music for specific scenarios and events;
- **Performer:** work with other musicians, technicians and promoters to bring your ideas to life;
- **Production:** learn about the roles people play to plan, develop and present a concert or show;
- **Observation:** how performers refine or modify performance to suit specific situations and venues.

## ASSESSMENT

- **Making:** Composition and practical work. Teacher observation and feedback on how you approach each task;
- **Presenting:** Performance and presentation of your practical work;
- **Responding:** Critical and reflective response to music. Various oral and written tasks prompting you to reflect upon your work, the classes work and the work of professional musicians.

## RESOURCES

Online access to COSAMP (College of Sound and Music Production) contemporary music technology teaching resources and support services for secondary school music students.

Access to Music Department Production and Technology studios.

Access to Music Department Mentors for specific coaching needs.

## PATHWAYS TO FUTURE STUDY

Completion of this course is an ideal preparation for those students who wish to study VCE Music Performance, Units 1 - 4; it will also enable interested students to pursue further music education and training at Certificate II or III level in Music Industry Skills.

# OUTDOOR EDUCATION

Department: Physical Education

## SUBJECT DESCRIPTION

This subject will empower students to safely participate in, plan and lead activities in outdoor environments. Students are encouraged to value diverse outdoor environments as well as establish links to the Peninsula Grammar sustainability program. The course provides opportunities for peer teaching in a diverse range of topics, including: natural resource management, nature-based tourism, leading and guiding, environmental research and policy, education and agriculture.

## AREAS OF STUDY

- **Exploring** outdoor environments: motivations for outdoor experiences; influences on outdoor experiences;
- **Discovering** outdoor environments: investigating outdoor environments; impacts on outdoor environments.

## ASSESSMENT

- Plan, Coordinate, Lead Your Own Camp;
- Peer Teaching;
- Test;
- Examination.

## RESOURCES

Nelson, *Outdoor & Environmental Studies VCE Units 1-4*.

## PATHWAYS TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Outdoor & Environmental Studies Units 3 & 4.

## PRODUCT DESIGN AND TECHNOLOGY

Department: Art, Design and Technology

### SUBJECT DESCRIPTION

In Product Design and Technology, students are encouraged to become designers and producers of designed solutions. They use design and systems thinking to generate innovative, sustainable and ethical design ideas. They learn how to creatively select and safely manipulate a range of materials, systems, components, tools and equipment and transfer these skills and knowledge into new situations. Product Design and Technology students reflect upon the roles and responsibilities of people in design and technology occupations and consider real world design problems.

Year 10 students will learn about and apply the Design Process when generating their own design solutions.

### AREAS OF STUDY

- **Product Design Process:** critical analysis of designed solutions including social, ethical and sustainable considerations;
- **Exploration** of materials, systems, components, tools and equipment;
- **Production Processes:** developing project plans and managing production processes;
- **Workshop Occupational Health and Safety.**

### ASSESSMENT

- An analysis of a global design issue;
- A design solution for a real-world problem;
- A design solution for a self-generated brief.

### RESOURCES

A3 Visual Diary, USB.

### PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue VCE Product Design and Technology. This course may lead to tertiary design courses such as product design, architecture, industrial design and other engineering-related courses.

## STUDIO ARTS 2D

Department: Art, Design and Technology

### SUBJECT DESCRIPTION

The Year 10 Studio Arts 2D course challenges students to explore their creativity as they develop different ways to visually communicate their ideas through the exploration of a wide range of 2D materials, techniques and processes. They learn about how the Studio Process can be used to structure an individual art practice and study a range of artists, from different historical and cultural contexts, to inspire their thinking. The course aims to promote creative confidence, foster curiosity and help students to develop a personal aesthetic.

### AREAS OF STUDY

- Studio Process;
- Art elements and principles;
- Exploration of 2D materials, techniques and processes including drawing, painting, printmaking and photography;
- Development and presentation of individual 2D artworks;
- Analysis of artworks from a range of cultures and historical contexts;
- Research into art practices and styles;
- Occupational Health and Safety.

### ASSESSMENT

- Research task;
- Folio which documents an individual studio process;
- Art project which responds to a real-world issue.

### RESOURCES

A3 Visual diary, USB.

### PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue VCE Studio Arts. This course may lead to tertiary courses such as art and design, fine art, interior design, fashion design, graphic design, media, architecture, advertising, curatorial studies, arts administration and photography.

## STUDIO ARTS 3D

Department: Art, Design and Technology

### SUBJECT DESCRIPTION

The Year 10 Studio Arts 3D course challenges students to explore the world of sculpture as they generate ways to express their ideas through the exploration of 3D materials, techniques and processes. They learn about how the Studio Process can be used to structure an individual art practice and study a range of sculptors, from different historical and cultural contexts, to inspire their thinking. The course aims to promote creative confidence, foster curiosity and help students to develop a personal aesthetic.

### AREAS OF STUDY

- The Studio Process;
- Art elements and principles;
- Exploration of 3D materials, techniques and processes including ceramics, casting, carving and assemblage;
- Exploration of new technologies such as sound, light and movement in 3D artworks;
- Development and presentation of individual 3D artworks;
- Analysis of 3D artworks from a range of cultures and historical contexts;
- Research into 3D art practices and styles;
- Occupational Health and Safety.

### ASSESSMENT

- Research task;
- Folio which documents an individual studio process;
- Art project which responds to a real-world issue.

### RESOURCES

A3 Visual Diary, USB.

### PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue VCE Studio Arts. This course may lead to tertiary courses such as art and design, fine art, interior design, fashion design, graphic design, architecture, advertising, curatorial studies and arts administration.

## THEATRE STUDIES LIVE

Department: Drama

### SUBJECT DESCRIPTION

Students choose their own stagecraft component (costume, set, directing, sound, make-up, lighting, acting, properties) and apply their knowledge of that production role to the performance of a play to a LIVE audience. In Theatre Studies the focus is on theatrical design. You can approach this subject without the need to act if you wish.

### AREAS OF STUDY

- **Role of the actor:** discover what skills are required to be an actor and create characters for the stage or screen;
- **Role of the director:** discover what skills are required to take a script and work with actors and designers to bring your ideas to life;
- **Role of the designer:** find out how sets and props, costumes and make-up, lights and sound, all with the help of technology, can add so much more to a production;
- **Production process:** how does a company work together to plan, develop and present a show?

### ASSESSMENT

- **Planning and development** – the documentation and application of your chosen production role;
- **Presenting – the Performance work** – assorted performance tasks across each unit;
- **Responding – the reflective work** – assorted oral and written tasks that reflect on the work of the class and the work of professional theatre groups.

### RESOURCES

OneNote folder will be set up with links to all necessary resources.

Students will need to be able to record and upload performance work (laptop/phone/USB).

### PATHWAYS TO FUTURE STUDY

This course leads to VCE Theatre Studies 1 – 4. It is designed for students interested in further study that fosters collaborative and creative processes such as advertising or film studies. It also offers students an introduction to the Performing Arts: actor, director, writer, producer, technician, designer.

# VISUAL COMMUNICATION DESIGN

Department: Art, Design and Technology

## SUBJECT DESCRIPTION

Visual Communication Design is the study of how ideas and information are conveyed through visual language. The Year 10 course introduces students to the three design fields: environmental, industrial and communication.

Visualisation and observational drawing are the basis of research to develop their own visual communication. Year 10 Visual Communication Design aims to build creative confidence, curiosity and engagement with design.

Students will be challenged to find creative and innovative ways to communicate ideas and information as well as build their aesthetic knowledge, including the application of design elements and principles. They will experiment with visual communication design practices, processes and technologies and employ visual design thinking skills. Students will consider the practices of designers and their influence on the world.

## AREAS OF STUDY

- What is Visual Communication Design?
- The Design Process;
- Design Thinking;
- Design elements and principles;
- Materials, methods and media;
- Technical drawing;
- Adobe Photoshop and Illustrator.

## ASSESSMENT

- Drawing folio;
- Sustainable Furniture Design Project;
- Package Net Design Project.

## RESOURCES

A3 Visual diary, USB, drawing materials.

## PATHWAY TO FUTURE STUDY

This course will provide students with skills and knowledge to pursue VCE Visual Communication Design as well as VCE Product Design Technology. This course may also lead to tertiary courses in the design field such as graphic design, interior design, multimedia design, architecture, visual merchandising, industrial design, product design, landscape architecture and illustration.





**“EDUCATION IS  
NOT THE FILLING  
OF A PAIL, BUT  
THE LIGHTING  
OF A FIRE.”**

**WILLIAM  
BUTLER YEATS**



# VCE ELECTIVES

## BIOLOGY

Department: Science

### UNIT 1

#### HOW DO LIVING THINGS STAY ALIVE?

##### SUBJECT DESCRIPTION

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. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. 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.

##### AREAS OF STUDY

- **How Do Organisms Function?** Students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell;
- **How Do Living Systems Sustain Life?** Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time;
- **Practical Investigation:** students design and conduct a practical investigation into the survival of an individual or a species.

##### ASSESSMENT

- Practical activities assessed using a variety of methods including scientific reports and posters;
- Tests;
- Research Investigation;
- Examination.

##### RESOURCES

Kinnear, *Nature of Biology 1*.

Allan, *Biozone VCE Units 1 and 2 Biology Student Workbook*.

Standard Edrolo.

##### PATHWAYS TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Biology Units 3 & 4.

## BIOLOGY *cont.*

### UNIT 2

#### HOW IS CONTINUITY OF LIFE MAINTAINED?

##### SUBJECT DESCRIPTION

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. 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 explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context, the uses of genetic screening and its social and ethical issues are examined.

##### AREAS OF STUDY

- **How does reproduction maintain the continuity of life?** In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement;
- **How is inheritance explained?** In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses;
- **Investigation of an issue:** In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and / or 2 to investigate an issue involving reproduction and / or inheritance.

##### ASSESSMENT

- Practical activities assessed using a variety of methods including scientific reports and posters;
- Tests;
- Practical Investigation – Scientific Poster;
- Examination.

##### RESOURCES

Kinnear, *Nature of Biology 1*.

Allan, *Biozone VCE Units 1 and 2 Biology Student Workbook*.

Standard Edrolo.

##### PATHWAY TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Biology Units 3 & 4.

## BUSINESS MANAGEMENT

Department: Commerce

### UNIT 1

#### PLANNING A BUSINESS

##### SUBJECT DESCRIPTION

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

##### AREAS OF STUDY

- **The business idea:** In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge;
- **External environment:** Students consider factors from the external environment 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;
- **Internal environment:** Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

##### ASSESSMENT

- Case study analysis (in test format);
- Business Plan;
- School-based, short-term business activity;
- Examination.

##### RESOURCES

Chapman, *Key Concepts VCE Business Management 1 & 2*.  
Standard Edrolo.

##### PATHWAY TO FUTURE STUDY

The completion of Unit 1 and 2 of this subject provides a foundation for the study of VCE Business Management Units 3 & 4.

## COMPUTING

Department: IT

### UNIT 2

#### ESTABLISHING A BUSINESS

##### SUBJECT DESCRIPTION

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies.

##### AREAS OF STUDY

- **Legal requirements and financial considerations.** Students are introduced to the legal requirements and financial considerations that are vital to establishing a business;
- **Marketing a business.** Students develop their understanding that marketing encompasses a wide range of management practices; they also consider effective public relations strategies and the benefits and costs these can bring to a business;
- **Staff a business.** Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness.

##### ASSESSMENT

- Case study analysis (in test format);
- Media / current business analysis (in test format);
- Examination.

##### RESOURCES

Chapman, *Key Concepts VCE Business Management 1 & 2*.  
Standard Edrolo.

##### PATHWAY TO FUTURE STUDY

The completion of Unit 1 and 2 of this subject provides a foundation for the study of VCE Business Management Units 3 & 4.

### UNIT 1

#### SUBJECT DESCRIPTION

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data to create a digital solution; they design a network solution that meets an identified need or opportunity; they predict the impact on users; and they apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

##### AREAS OF STUDY

- **Data and graphic solutions.** Students conduct an investigation into an issue, practice or event and they create a graphic solution, such as an infographic, that represents their findings;
- **Networks.** Students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment;
- **Collaboration and communication.** Students examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders.

##### ASSESSMENT

- Design and develop a graphical solution showing the findings of the data collected;
- Design a network with wireless capabilities that meets an identified need;
- Design and develop collaboratively a website;
- Examination.

##### RESOURCES

Lawson et al, *Nelson VCE Computing Units 1 and 2*.

##### PATHWAY TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Informatics and Software Development Units 3 & 4.

## COMPUTING *cont.*

### UNIT 2

#### SUBJECT DESCRIPTION

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions and they engage in the design and development stages of the problem-solving methodology. They develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. They apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

#### AREAS OF STUDY

- **Programming.** In this area of study students focus on using a programming or scripting language that can support object-oriented programming to create working software modules;
- **Data analysis and visualisation.** Students learn to use software tools to access, select and, where appropriate, manipulate authentic data from large data repositories;
- **Data management.** Students are introduced to the structure of databases and their applicability in a range of settings.

#### ASSESSMENT

- Design and develop a series of programming modules;
- Extract relevant data and create a data visualisation that meets a particular need;
- Create a solution using relation database management software;
- Examination.

#### RESOURCES

Lawson et al, *Nelson VCE Computing Units 1 and 2.*

#### PATHWAY TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Informatics and Software Development Units 3 & 4.

## LEGAL STUDIES

Department: Commerce

### UNIT 1

#### GUILT AND LIABILITY

#### SUBJECT DESCRIPTION

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

#### AREAS OF STUDY

- **Legal foundations:** this area of study provides students with foundational knowledge of laws and the Australian legal system;
- **The presumption of innocence:** students develop an understanding of key concepts in criminal law and types of crime and investigate two criminal offences in detail;
- **Civil liability:** Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

#### ASSESSMENT

- Tests;
- Research tasks;
- Newspaper article portfolio;
- Group work;
- Examination.

#### RESOURCES

Beazer, *Access and Justice, VCE Legal Studies Unit 1 and 2.*  
Standard Edrolo.

#### PATHWAYS TO FUTURE STUDY

The completion of Unit 1 and 2 of this subject provides a foundation for the study of VCE Legal Studies Units 3 & 4.

## PHYSICAL EDUCATION/HEALTH

Department: Health and Physical Education

### UNIT 2

#### SANCTIONS, REMEDIES AND RIGHTS

##### SUBJECT DESCRIPTION

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

##### AREAS OF STUDY

- **Sanctions.** 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;
- **Remedies.** 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;
- **Rights.** Students examine the ways in which rights are protected in Australia and compare this approach with that of another country

##### ASSESSMENT

- Tests;
- Research tasks;
- Newspaper article portfolio;
- Group work;
- Examination.

##### RESOURCES

Beazer, *Access and Justice, VCE Legal Studies Unit 1 and 2*.  
Standard Edrolo.

##### PATHWAY TO FUTURE STUDY

The completion of Unit 1 and 2 of this subject provides a foundation for the study of VCE Legal Studies Units 3 & 4.

### UNIT 1 - PHYSICAL EDUCATION

#### THE HUMAN BODY IN MOTION

##### SUBJECT DESCRIPTION

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.

##### AREAS OF STUDY

- **How does the musculoskeletal system work to produce movement?** Students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise;
- **How does the cardiorespiratory system function at rest and during physical activity?** Students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise.

##### ASSESSMENT

- Written Report;
- Test;
- Examination.

##### RESOURCES

Nelson, *Physical Education Units 1 and 2*

##### PATHWAYS TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Physical Education Units 3 & 4.

## PHYSICAL EDUCATION/HEALTH

Department: Health and Physical Education

### UNIT 2 - HEALTH & HUMAN DEVELOPMENT

#### UNDERSTANDING HEALTH AND WELLBEING

##### SUBJECT DESCRIPTION

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. Students identify personal perspectives and priorities relating to health and wellbeing and enquire into factors that influence health attitudes, beliefs and practices. 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:** students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours. They look at measurable indicators of population health, and at data reflecting the health status of Australians;
- **Health and nutrition:** students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth;
- **Youth health and wellbeing:** students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved. They identify major health inequalities among Australia's youth and reflect on the causes and apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing.

##### ASSESSMENT

- Written Research Report;
- Test;
- Examination;
- Group Presentations;
- Data Analysis.

##### RESOURCES

Jacaranda, *Health & Human Development Units 1 and 2*.

##### PATHWAYS TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Health & Human Development Units 3 & 4.

## PSYCHOLOGY

Department: Science

### UNIT 1

#### HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

##### SUBJECT DESCRIPTION

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

##### AREAS OF STUDY

- **How does the brain function?** Students should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning;
- **What influences psychological development?** In this area of study students explore how biological, psychological and social factors influence different aspects of a person's psychological development;
- **Student-directed research investigation.** In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and 2 to investigate a question related to brain function and/or psychological development.

##### ASSESSMENT

- Test on the nervous system;
- Empirical research investigation on Piaget theory;
- Research investigation on topic of students choice;
- Examination.

##### RESOURCES

Standard Edrolo.

School-based booklet.

##### PATHWAY TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Psychology Units 3 & 4.

## UNIT 2

### HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

#### SUBJECT DESCRIPTION

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

#### AREAS OF STUDY

- **What influences a person's perception of the world?** Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli;
- **How are people influenced to behave in particular ways?** Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups;
- **Student-directed practical investigation.** In this area of study students design and conduct a practical investigation related to external influences on behaviour.

#### ASSESSMENT

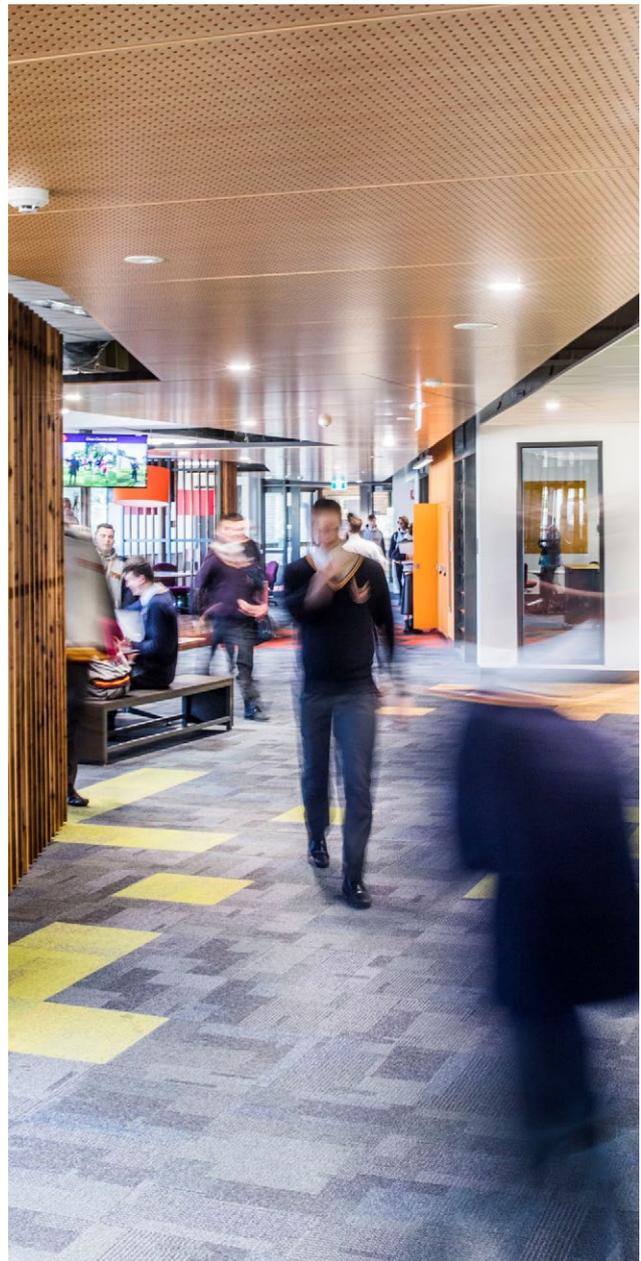
- Test on visual perception;
- Media analysis on Influences on social psychology;
- Practical investigation on topic of student's choice;
- Examination.

#### RESOURCES

Standard Edrolo.  
School-based booklet.

#### PATHWAYS TO FUTURE STUDY

The completion of this subject provides a foundation for the study of VCE Psychology Units 3 & 4.



# NOTES



**“FAILURE IS  
SUCCESS IF WE  
LEARN FROM IT.”**  
MALCOLM FORBES





PENINSULA  
— G R A M M A R —

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