



PENINSULA

GRAMMAR

INSPIRING PERFORMANCE

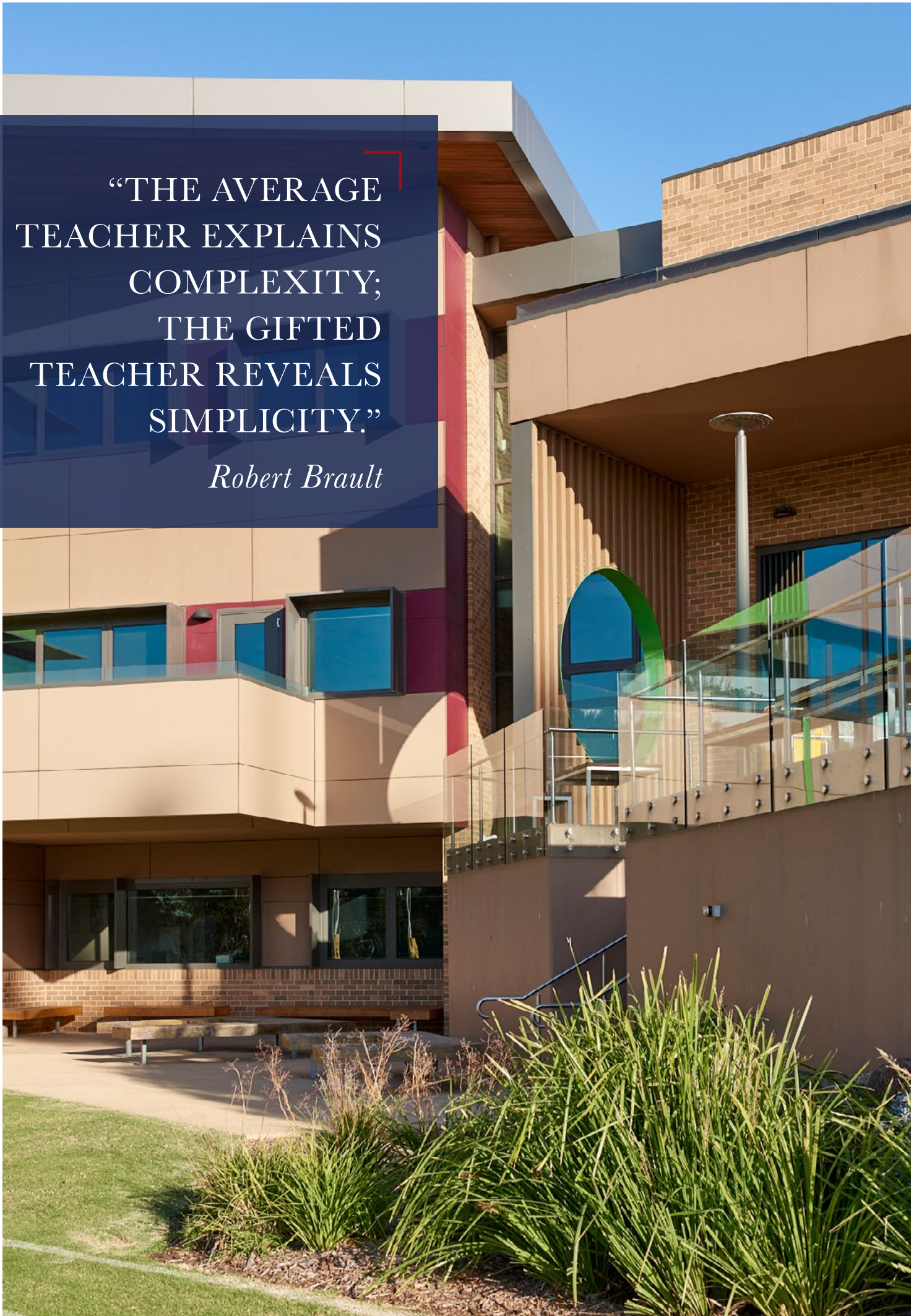


YEAR 10 CURRICULUM HANDBOOK

2023

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

Robert Brault



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WELCOME TO YEAR 10

Senior School 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 School 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 and Pre Senior Years have formed the platform for successful senior studies.

Our Senior School 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 School

The Year 10 Curriculum handbook is produced for students of Peninsula Grammar entering Year 10 in 2023, 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 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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A photograph of three students in school uniforms. The central student is a young man with brown hair, smiling slightly, wearing a dark blue blazer with vertical red and yellow stripes, a white shirt, and a blue tie. He has several medals on his left lapel and a crest on his right breast pocket. To his left, another student is partially visible, also in uniform. To his right, a young woman is partially visible, wearing a similar uniform. The background is a blurred indoor setting, possibly a school hallway or a museum.

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

Abraham Maslow

YEAR 10 AT PENINSULA GRAMMAR

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.

THE YEAR 10 CURRICULUM

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;
- Social Justice and Ethics;
- Physical Education.

ELECTIVE BLOCK

Students must select four elective Units using a combination of:

- A Unit 1 & 2 subject (these take up two Units):
 - Applied Computing
 - Biology
 - Business Management
 - Geography
 - Legal Studies
 - Psychology
 - Physical Education
 - Theatre Studies

- A language
 - French
 - A second language studied online and through correspondence through Victorian School of Languages (VSL). Course fees apply.
- Up to four elective Units (these are one unit each):
 - Commerce
 - The Art of Acting and Performing
 - Enterprise and Entrepreneurship
 - Food Technology
 - Digital Technology- Networking System
 - Global Justice and Trade
 - Media Studies - The visual style of famous film Directors
 - Music Production and Technology - The Music
 - Outdoor Education
 - Product Design & Technology
 - Studio Arts
 - Systems Engineering
 - The Art of Theatrical Design
 - 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 Year 10 students who attain an overall B average have the option to apply to study one of the available Unit 3 & 4 subjects in Year 11.

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.

YEAR 10 AT PENINSULA GRAMMAR

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 are approved to undertake a Unit 1 and 2 study in Year 10.

Seven Unit 1 and 2 studies will be made available to Year 10 students in 2023: these are Applied Computing, Biology, Business Management, Chinese as a First Language, Geography, Legal Studies, Physical Education, Psychology and Theatre Studies.

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 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;
- 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 subjects in Year 11 is rarely approved: 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.

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 or six Unit 1 & 2 studies;
- **Year 12** - five Unit 3 & 4 studies.

ASSESSMENT AND REPORTING

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

Grade	Percentage	
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:

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

A photograph of two male students in school uniforms. The student on the right, with curly brown hair, is focused on writing with a pen. The student on the left, with dark hair, is looking down at the work. They are in a classroom setting with shelves in the background. A dark blue text box is overlaid on the bottom left of the image.

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

Albert Einstein

CORE SUBJECTS

ENGLISH

Department: English

SUBJECT DESCRIPTION

The Year 10 English course is characterised by diversity. Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres. These texts involve complex, challenging and unpredictable plot sequences and hybrid structures that serve multiple purposes. Students study texts which explore the concepts of human experience, relationships, and ethical and global dilemmas within real-world and fictional settings. Students also develop a critical understanding of the contemporary media, and the differences between media texts. They consider how figurative and rhetorical language works to influence the reader, and also how dense information is supported by various types of graphics presented in visual form.

AREAS OF STUDY

- **Creating texts:** Students study *Growing up Asian in Australia* by Alice Pung. They respond creatively to the ideas and issues presented in the text
- **Analysing and presenting argument:** Students study the construction of arguments and examine how language and visual techniques can be used to support those arguments. They analyse a range of persuasive texts and, from there, construct their own persuasive pieces
- **Film text analysis:** Students explore cinematic technique in Baz Luhrmann's *The Great Gatsby* and the way in which visual language is used to communicate views and values
- **Analysing texts:** Students respond analytically to a novel, exploring the ideas and issues in the text and the way in which views and values are communicated by the writer. They consider the way in which perspectives are informed by background and culture, and are introduced to literary critical theory.

ASSESSMENT

- **Creating texts:** Students write a creative piece which reflects on the ideas of otherness, being an outsider, identity and belonging. They write a Statement of Intention justifying their choices as writers
- **Analysing and presenting argument:** Students annotate persuasive texts and then produce extended pieces of analytical writing exploring how writers use argument and language to influence readers. Students also write their own persuasive piece
- **Film text analysis:** Students write a detailed scene analysis and make connections to the film as a whole
- **Analysing texts:** Students write a passage analysis essay which explores how language supports the ideas and issues in a text. They also write an analytical essay in response to a topic

PATHWAYS TO FUTURE STUDY

This course is designed to offer students thorough preparation for the study of both English and Literature in Year 11. (Please note that we currently do not offer Foundation English)

CORE SUBJECTS

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 notetaking. They then analyse persuasive language use in the media and compose their own persuasive texts;
- **Listening and Speaking:** students practice listening and responding to teacher generated texts and authentic media texts or increasing levels of difficulty, to hone their listening skills. To develop their speaking skills, students regularly engage in class discussions and give formal oral presentations.
- **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

- Analysis of persuasive language in the media, 'short answers and one larger response';
- Persuasive writing on a topical issue;;
- Oral presentation;
- Reading and Responding:
A creative and an analytical response to the set text;
- End of Semester Examination.

PATHWAYS TO FUTURE STUDY

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

MATHEMATICS

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

- Advanced Mathematics;
- Core Mathematics (Methods);
- Core Mathematics (General);
- Foundation Mathematics

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

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 enrichment at Year 10 and offers a significant challenge. There is an emphasis on algebraic skills, algorithms and structured solutions.

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

- Results from Year 9 Mathematics;
- Record of completing and submitting tasks;
- Interest in learning and studying mathematics;
- Work ethic.

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
- Progress Checks
- End of Semester Examination

RESOURCES

Essential Mathematics for the Victorian Curriculum
Year 10 & 10A. Casio ClassPad CAS calculator

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.

MATHEMATICS (METHODS)

SUBJECT DESCRIPTION

Mathematics (Methods) is provided as a pathway to Mathematical Methods Units 1 to 4. Mathematical Methods at VCE level is a rigorous and challenging course, requiring higher order thinking and application of algebraic and graphical skills and techniques. It is designed for the very able mathematics student and students considering enrolling in Methods should have a prerequisite deep understanding of linear and quadratic algebra and graphs, and should be performing at a high level in Year 9 Mathematics.

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
- Progress Checks
- End of Semester Examination

RESOURCES

Essential Mathematics for the Victorian Curriculum
Year 10 & 10A. Casio ClassPad CAS calculator

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.

MATHEMATICS (GENERAL)

SUBJECT DESCRIPTION

Mathematics (General) is a pathway to the General Mathematics Units 1 to 4 course which, at VCE, is designed to be widely accessible for students. It is suitable for students who consistently produce satisfactory results in Year 9 and do not require a high level of mathematics as a prerequisite for tertiary studies, but wish to continue with their mathematical education. Calculator technology and summary reference material are used throughout the teaching, learning and assessment.

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
- Progress Checks
- End of Semester Examination

RESOURCES

Essential Mathematics for the Victorian Curriculum
Year 10 & 10A. Casio ClassPad CAS calculator

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 General 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.

CORE SUBJECTS

FOUNDATION MATHEMATICS

SUBJECT DESCRIPTION

Foundation Mathematics is aimed at developing the confidence and real world mathematical skills of students who have found mathematics challenging in Middle Years and Year 9. It is designed to consolidate basic numeracy skills, emphasises calculator methods above by hand methods and focuses on real world applications of Mathematics.

AREAS OF STUDY

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

ASSESSMENT

- Topic Tests
- Problem Solving
- Progress Checks
- End of Semester Examination

RESOURCES

Maths in Practice - Pre-vocational Maths 1 & 2 (Cambridge University Press). Casio ClassPad CAS calculator

PATHWAY TO FUTURE STUDY

Students studying Foundation Mathematics can continue with this pathway and complete Foundation Mathematics Units 1 & 2 in Year 11 and Units 3 & 4 in Year 12.

Some courses and institutions are still deciding whether Foundation Mathematics will be considered to meet an "any Mathematics" prerequisite, so students should be aware that courses listing "any Mathematics" as a prerequisite may or may not consider Foundation Mathematics as meeting that prerequisite. VTAC will update this information as the decisions are finalised and amendments made to 2024 prerequisite listings when and if required.

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

YEAR 10		YEAR 11		YEAR 12
Mathematics (General)	→	Units 1 & 2 Foundation Mathematics		Units 3 & 4 Foundation Mathematics
Mathematics (General)	→	Units 1 & 2 General Mathematics	→	Units 3 & 4 General Mathematics OR Units 3 & 4 Foundation Mathematics
Mathematics (Methods)	→	Units 1 & 2 Mathematical Methods	→	Units 3 & 4 Mathematical Methods AND/OR Units 3 & 4 General Mathematics
Mathematics (Methods)	→	Units 1 & 2 Mathematical Methods AND Units 1 & 2 Specialist Mathematics	→	Units 3 & 4 Mathematical Methods AND Units 3 & 4 Specialist Mathematics OR Units 3 & 4 Mathematical Methods OR Units 3 & 4 Mathematical Methods AND/OR Units 3 & 4 General Mathematics
Mathematics (Advanced)	→	Units 1 & 2 Mathematical Methods	→	Units 3 & 4 Mathematical Methods AND/OR Units 3 & 4 General Mathematics
Mathematics (Advanced)	→	Units 1 & 2 Mathematical Methods AND Units 1 & 2 Specialist Mathematics	→	Units 3 & 4 Mathematical Methods AND Units 3 & 4 Specialist Mathematics OR Units 3 & 4 Mathematical Methods OR Units 3 & 4 Mathematical Methods AND/OR Units 3 & 4 General Mathematics
Mathematics (Advanced)	→	Units 1 & 2 Mathematical Methods AND Units 3 & 4 General Mathematics*	→	Units 3 & 4 Mathematical Methods OR Units 3 & 4 Mathematical Methods AND Units 3 & 4 Specialist Mathematics

*By approval only





CORE SUBJECTS

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 and will study areas from all scientific disciplines.

SPECIALIST SCIENCE is designed for students with ambitions to study VCE Physics and/or Chemistry when they reach Years 11 and 12 or one accelerating in Unit 1 Biology or Unit 1 Psychology. 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.

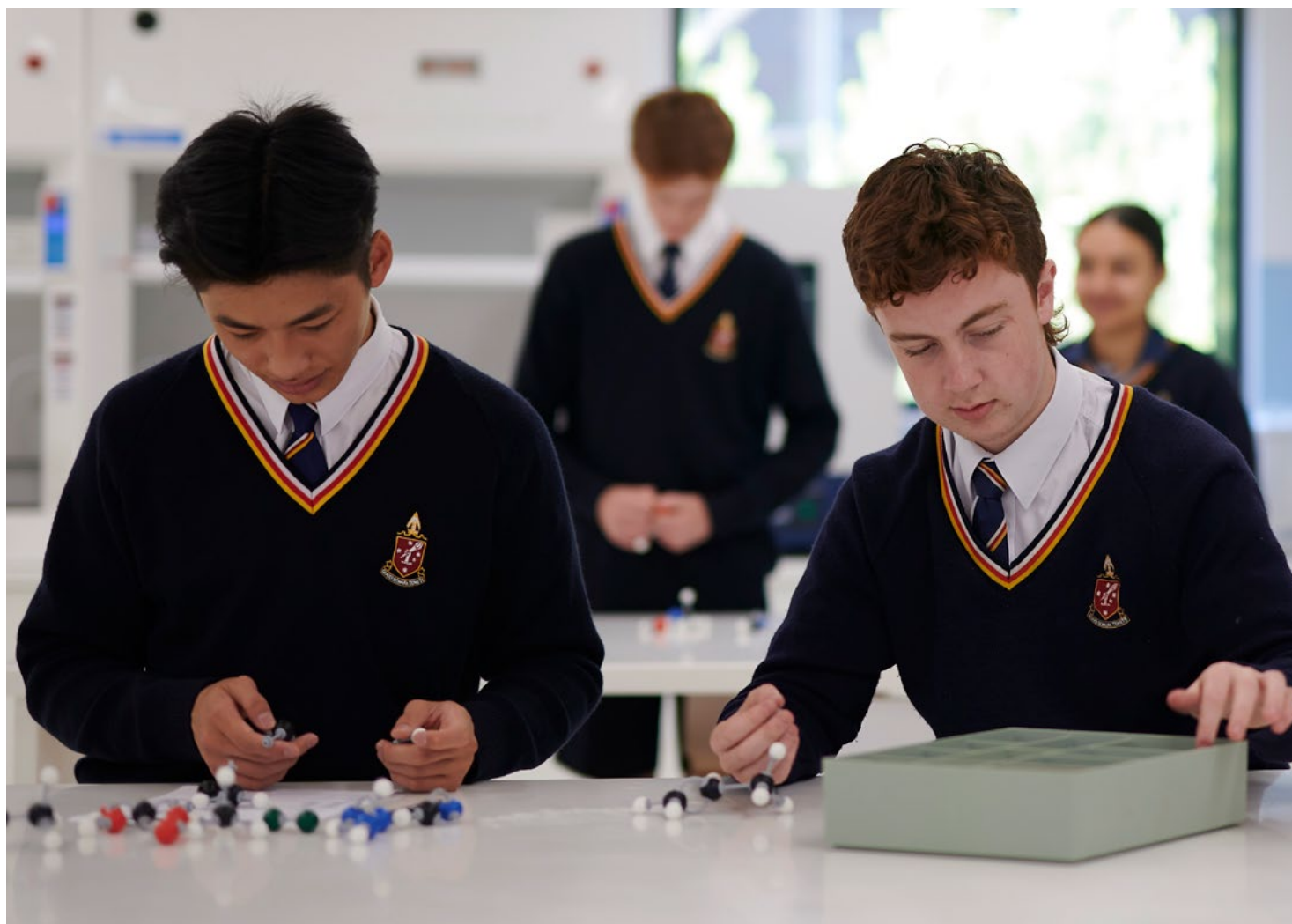
AREAS OF STUDY

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

ASSESSMENT

- Tests;
- Projects;
- Practical Reports;

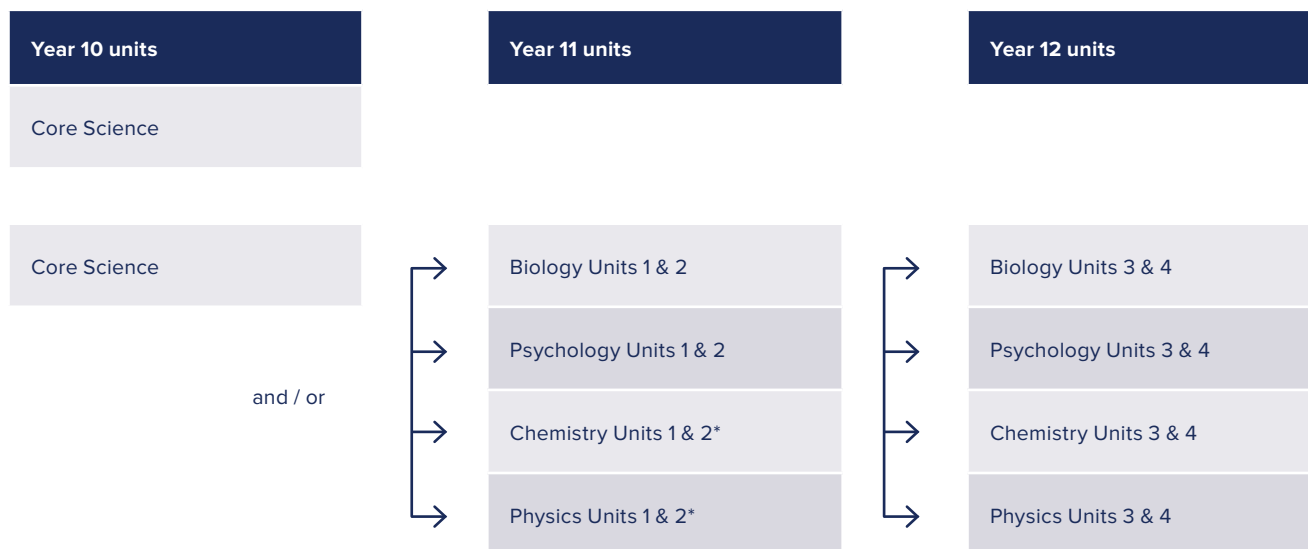
There will be an examination at the end of each semester in both Specialist Science and Core Science.



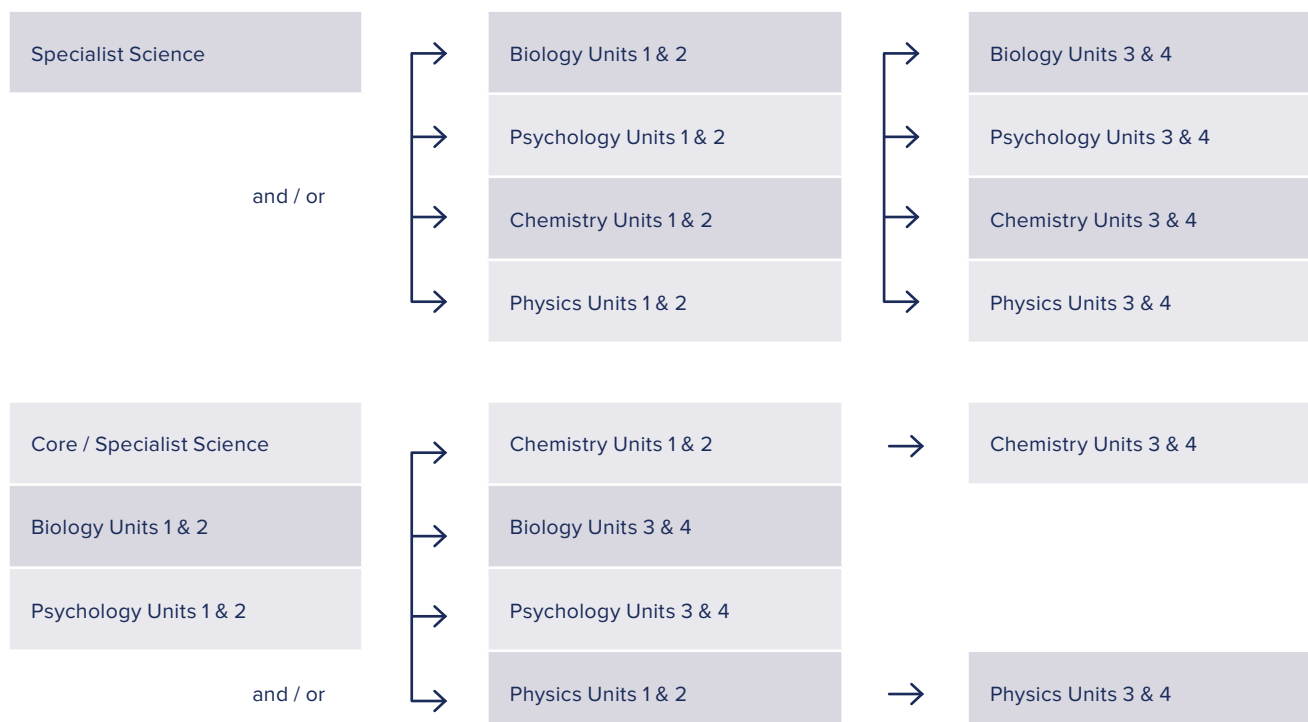
RECOMMENDED PATHWAYS THROUGH VCE SCIENCE COURSES

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*



CORE SUBJECTS

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 semesterlength 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;

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.

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 Ancient History and Units 3 & 4 Revolutions. Research and critical analysis skills will also provide important skills for a variety of other subjects, including Units 1 & 2 Australia and Global Politics.

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.

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

- **Physical Activities for Life:** golf, water sports and group fitness.
- **Sport Education:** volleyball.

Semester 2

- **Fitness;**
- **Sport elective 1;**
- **Sport elective 2.**

ASSESSMENT

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

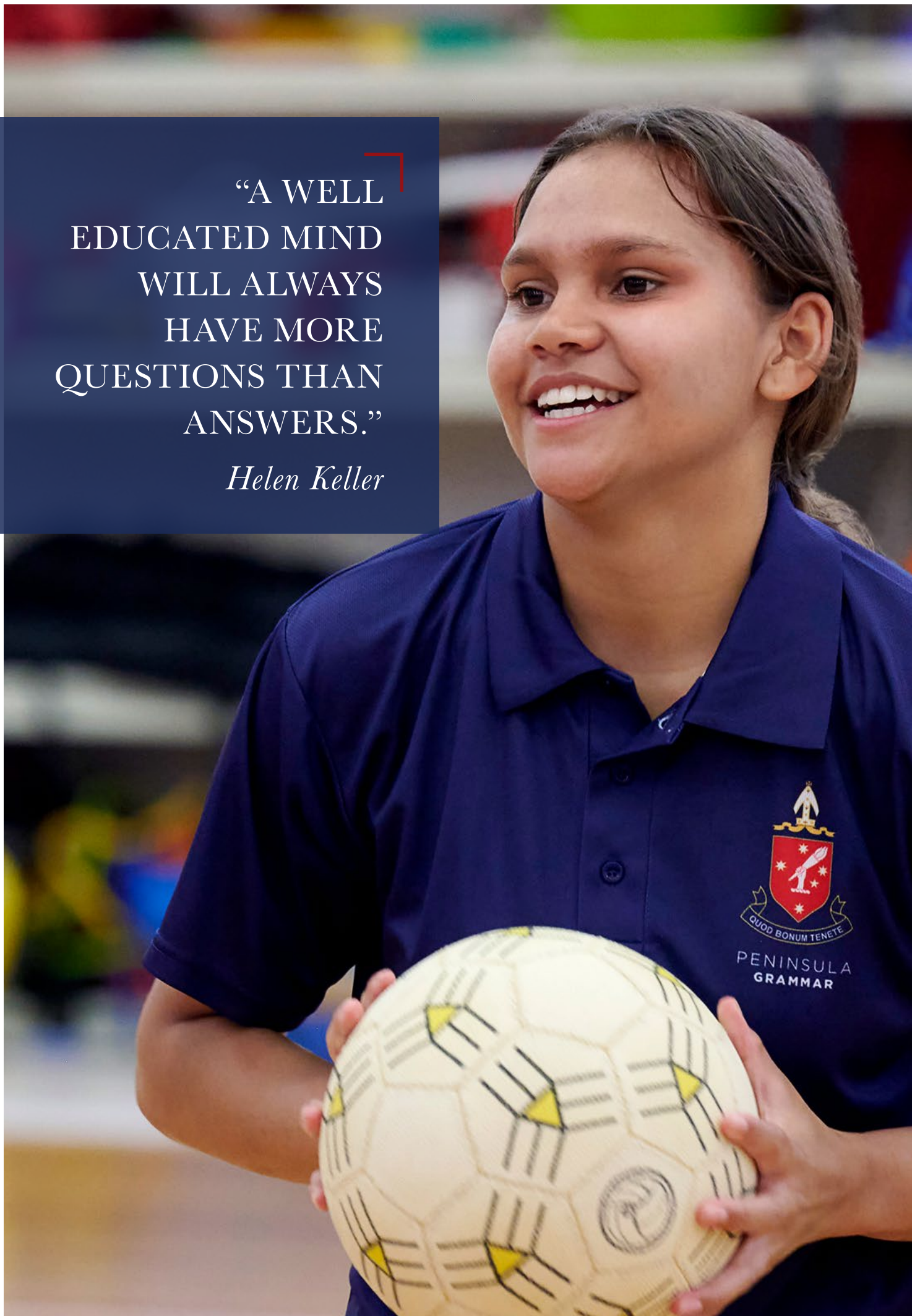
PATHWAYS TO FUTURE STUDY

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.

YEAR 10 ELECTIVES

THE ART OF ACTING AND PERFORMING

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.

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 and entrepreneurial? 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 problem-solving is critical to get ahead In today's modern business world. In the innovation topic, students 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 the class.

AREAS OF STUDY

- **Topic 1:** Meaning of being enterprising & entrepreneurial?
- **Topic 2:** Opportunities to be enterprising and entrepreneurial
- **Topic 3:** Work Futures - being enterprising and entrepreneurial in identifying work opportunities
- **Topic 4:** Innovation

ASSESSMENT

- Investigation of an Australian entrepreneur
- Topic Tests x 3 (for first 3 topics)
- Shark Tank Pitch - Innovation

PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in VCE Units 1&2 Business Management 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;
- **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;
- Practical assessment and analysis of recipes and use key ingredients in relation to food science.
- Examination.

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.

DIGITAL TECHNOLOGY - NETWORK CONTROL SYSTEMS

Department: Information Technology

SUBJECT DESCRIPTION

Students will complete a guided project in the creation of a hardware control system that can collect and transmit data over a network. Once the hardware system is designed, the students will develop a software solution to analyse and display meaningful information from the system.

AREAS OF STUDY

- **Digital Systems:** Combine a Raspberry Pi computer with some common electronic sensors to create a digital hardware solution
- **Data and Information:** Use the Python coding language to store, manipulate and analyse data so that it can be presented as information
- **Creating Digital Solutions:** Complete a project in which hardware and software can work together to present useful information for an end-user

ASSESSMENT

- **Development Skills-** Complete a range of challenges in the integration of hardware and software
- **Project Development** - Plan and documentation of a digital solution
- **Project Presentation** - Present a working project to an end-user

PATHWAYS TO FUTURE STUDY

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

SYSTEMS ENGINEERING

Department: Information Technology

SUBJECT DESCRIPTION

Students will develop an understanding of the mathematical models of the six sample machines. They will learn to create functioning models of these machines and then utilise their skills and knowledge to create a fully functional working mechanical model. This subject will have some practical workshop elements but will strongly focus on Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM).

AREAS OF STUDY

- **Mechanical Systems:** Develop skills and knowledge in the mathematical and physical nature of simple mechanical machines. Create working models of these machines that have applications to the real world.
- **Computer Aided Design (CAD):** Use the latest and most advanced 3D modelling tools to create and simulate real world mechanical models.
- **Computer Aided Manufacturing (CAM):** Create physical models using laser cutting and 3D printing techniques

ASSESSMENT

- **Development Skills:** Complete a range of challenges in the creation and analysis of simple machines
- **Project Development:** Plan and documentation of a digital solution
- **Project Presentation:** Present a working project to an end-user

PATHWAYS TO FUTURE STUDY

This subject will develop skills in students to assist with future studies in a range of VCE subjects

- System Engineering
- Production Design and Technology

YEAR 10 ELECTIVES

GLOBAL JUSTICE AND TRADE

Department: Commerce

SUBJECT DESCRIPTION

Global tension, punishment, crime, and freedom of speech. This elective addresses broader international issues and provides background to VCE subjects such as Legal Studies, Global Politics and Economics. It is very much centred on events and global issues that are currently impacting on the international environment. Students who are interested in what is occurring globally, and discussing how these developments will impact our world, should consider this elective. The major global players are studied, America, Asia and particularly China, and how they interact when it comes to trade. Students analyse and compare justice, politics and human rights in an increasingly globalised world. Students become equipped to participate in a

AREAS OF STUDY

- **Globalisation and Trade** – Global trading, Asia, The United States, China, tensions between countries, international comparisons.
- **Government, Politics and Democracy** – systems of government, political systems, democracy, international comparisons.
- **Justice Around the World** – punishment, rehabilitation, criminal justice around the world, death penalty and capital punishment.
- **International Human Rights and Laws** – Human Rights around the globe, The United Nations - International Court of Justice, Amnesty International, freedom of speech, terrorism.

LANGUAGES – CHINESE SECOND LANGUAGE AND SECOND LANGUAGE ADVANCED

Department: Victorian School of Languages for Chinese.
Course fees apply.

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.

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.

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 possibly 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 an 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.

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.

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.

YEAR 10 ELECTIVES

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.

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 the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future.

Students also take into account the ethical, legal, aesthetic and functional factors that inform the design process.

Students will learn about the design process through the development of a product.

AREAS OF STUDY

- **Technologies and Society:** critical analysis of designed solutions including social, ethical and sustainable considerations;
- **Materials and Technologies:** exploration of materials, components, tools and equipment;
- **Creating Designed Solutions:** developing project plans, managing production processes, producing and evaluating design solutions;
- **Workshop Occupational Health and Safety.**

ASSESSMENT

- Investigating and generating design ideas
- Producing and evaluating
- Examination

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

Department: Art, Design and Technology

SUBJECT DESCRIPTION

The Year 10 Studio Arts 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 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 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 materials, techniques and processes including drawing, painting, printmaking and photography;
- Development and presentation of individual artworks;
- Art History
- Analysis of artworks
- Research into art practices and styles
- Occupational Health and Safety.

ASSESSMENT

- A research task;
- A folio which documents an individual studio process and the production of artworks
- Examination

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.

THE ART OF THEATRICAL DESIGN

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.

PATHWAYS TO FUTURE STUDY

This course leads to VCE Theatre Studies 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 or designer

YEAR 10 ELECTIVES

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 designs. 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;
- Digital design.

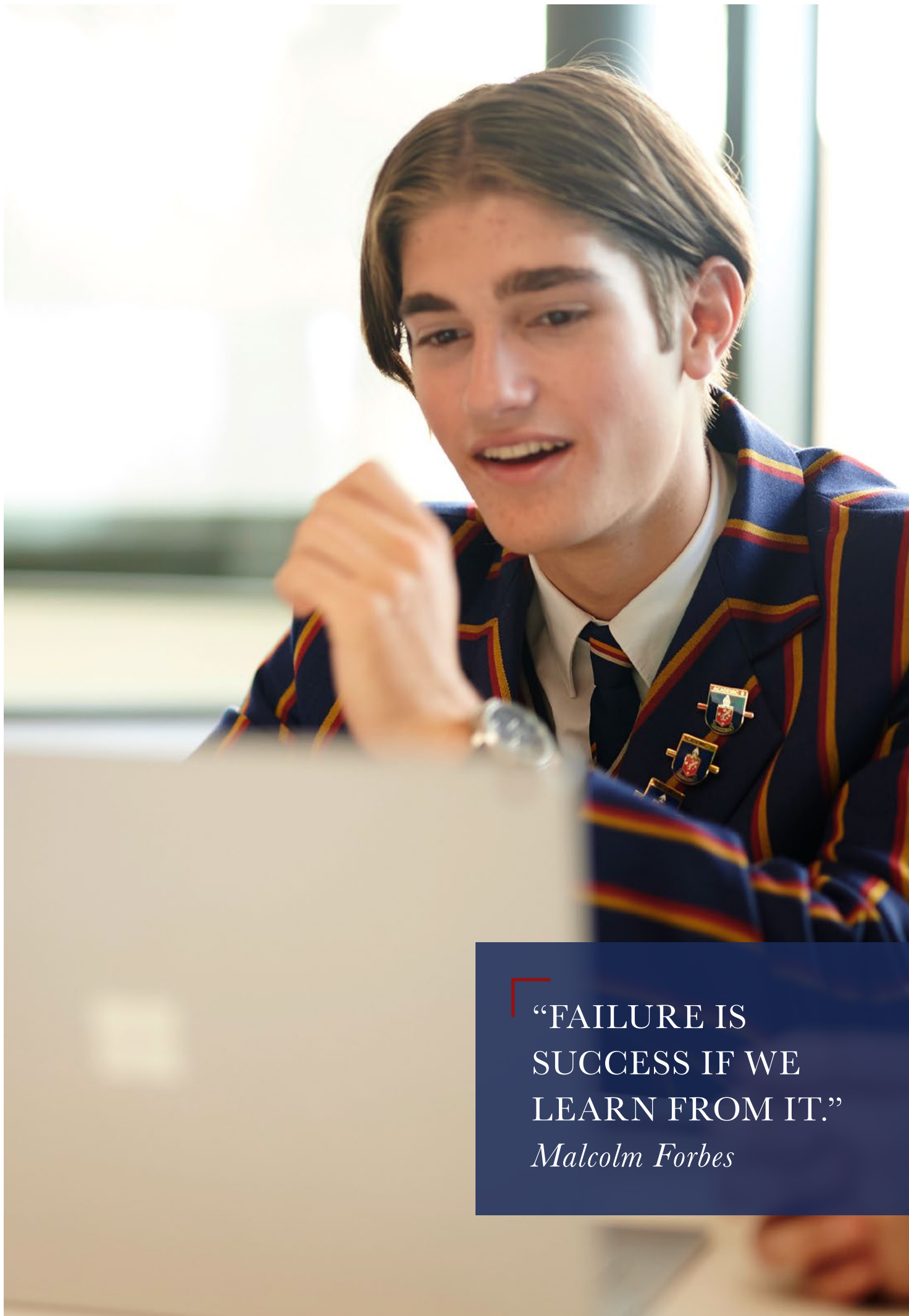
ASSESSMENT

- Environmental Design – folio and final presentation
- Industrial Design - folio and final presentation
- Communication Design - folio and final presentation

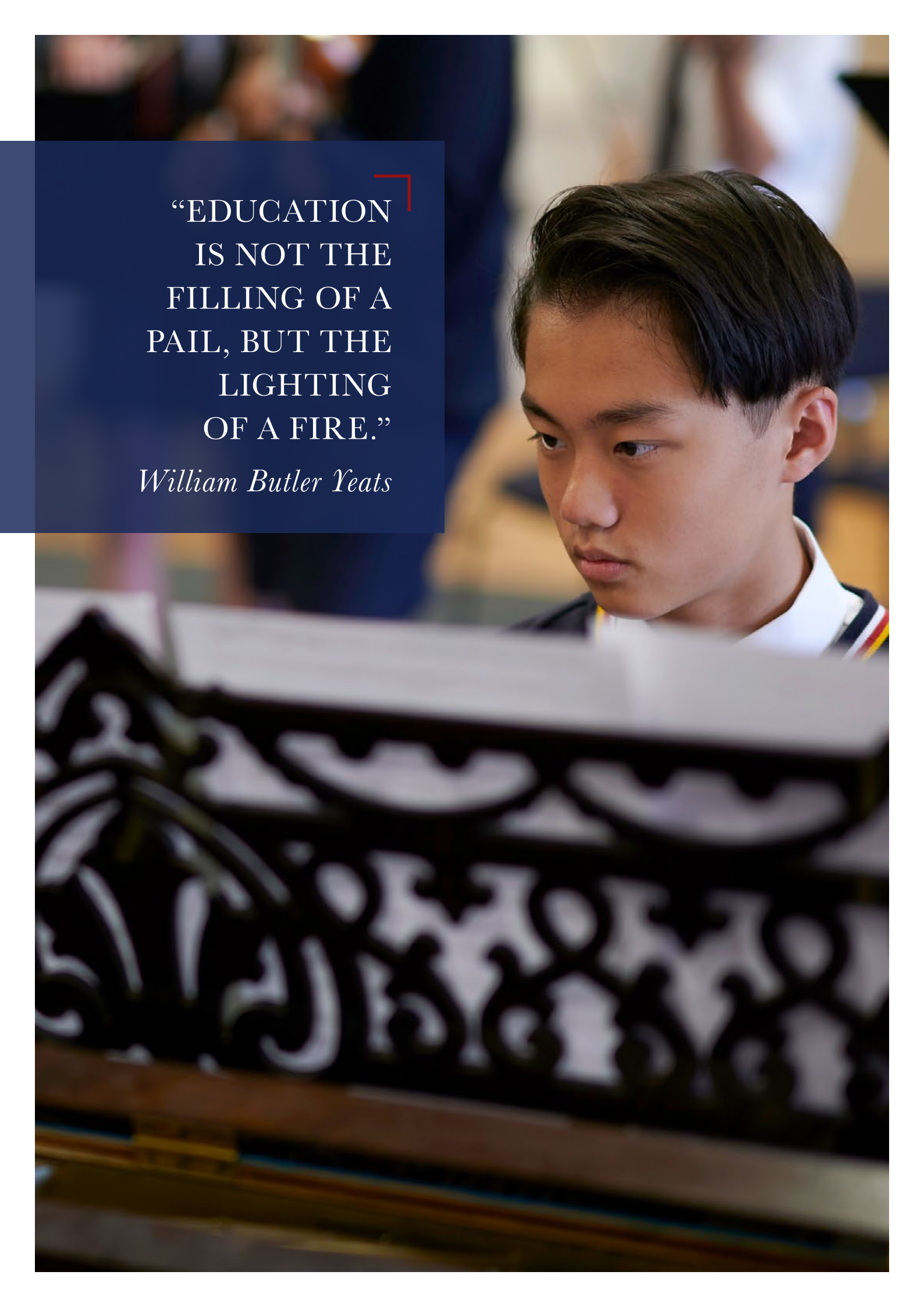
PATHWAY TO FUTURE STUDY

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.





“FAILURE IS
SUCCESS IF WE
LEARN FROM IT.”
Malcolm Forbes

A young man with dark hair, wearing a school uniform, is looking down at a book. The background is blurred, showing other people in a classroom or library setting. A dark blue rectangular overlay on the left side of the image contains a quote in white serif font. The quote is: "EDUCATION IS NOT THE FILLING OF A PAIL, BUT THE LIGHTING OF A FIRE." followed by the name William Butler Yeats in italics. A small red L-shaped graphic is positioned to the right of the first line of the quote.

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

William Butler Yeats

VCE ELECTIVES

APPLIED COMPUTING

Department: Digital Technologies

UNIT 1

APPLIED COMPUTING

AREAS OF STUDY 1

- Data Analysis

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

AREAS OF STUDY 2

- Programming

In this area of study students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution.

UNIT 2

APPLIED COMPUTING

AREAS OF STUDY 1

- Innovative solutions

In this area of study students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.

AREAS OF STUDY 2

- Network security

In this area of study students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.

BIOLOGY

Department: Science

UNIT 1

HOW DO ORGANISMS REGULATE THEIR FUNCTION?

AREAS OF STUDY 1

- **How do cells function?**

In this area of study students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division. Students consider the properties of stem cells.

AREAS OF STUDY 2

- **How do plant and animal system function?**

In this area of study students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment.

AREAS OF STUDY 3

- **How do scientific investigations develop understanding of how organisms regulate their functions?**

Survival of organisms requires control and regulation of factors within an organism and often outside an organism. In this area of study students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

UNIT 2

HOW DOES INHERITANCE IMPACT ON DIVERSITY?

AREAS OF STUDY 1

- **How is inheritance explained?**

In this area of study students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict.

AREAS OF STUDY 2

- **How do inherited adaptations impact on diversity?**

In this area of study students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity. Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of species in Australian ecosystems.

AREAS OF STUDY 3

- **How do humans use science to explore and communicate contemporary bioethical issues?**

In this area of study students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

VCE ELECTIVES

BUSINESS MANAGEMENT

Department: Commerce

UNIT 1

PLANNING A BUSINESS

AREAS OF STUDY 1

- The Business Idea

In this area of study students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the considerations to be made before a business can be established as well as the importance of businesses to the national economy and social wellbeing.

AREAS OF STUDY 2

- External business environment and planning

The internal environment affects the approach a business takes to planning and the extent to which planning is successful. A business owner will generally have more control over the activities, functions and pressures that occur within the business. Decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific timeframe.

AREAS OF STUDY 3

- Internal business environment and planning

The external environment consists of all elements outside a business that may act as pressures or forces on business operations. 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.

UNIT 2

ESTABLISHING A BUSINESS

AREAS 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 in establishing a business. They also consider the implications for the business if legal and financial requirements are not met.

AREAS 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 an understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and creating a brand presence through to consideration of the 7Ps of marketing and the impact of rapidly changing technology on marketing practices. They also consider effective public relations strategies and the benefits these can bring to a business.

AREAS OF STUDY 3

- Staffing a business

Staff, as one of the greatest assets of a business, are an important consideration during the establishment phase. In this area of study students consider staffing requirements that will meet the needs of a business and contribute to productivity and achievement of business objectives. They research the processes undertaken by the business in relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can offer a business, the legal obligations that must be addressed in relation to staff, and the relationship between employers and employees within a business.

LEGAL STUDIES

Department: Commerce

UNIT 1

GUILT AND LIABILITY

AREAS 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 source 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.

AREAS OF STUDY 2

- **The presumption of innocence**

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 in individuals and society.

AREAS OF STUDY 3

- **Civil liability**

In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in details. 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 in the parties.

UNIT 2

SANCTIONS, REMEDIES AND RIGHTS

AREAS OF STUDY 1

- **Sanctions**

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.

AREAS OF STUDY 2

- **Remedies**

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.

AREAS OF STUDY 3

- **Rights**

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. They consider possible reforms and 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.

VCE ELECTIVES

PHYSICAL EDUCATION

Department: Health and Physical Education

UNIT 1

THE HUMAN BODY IN MOTION

AREAS OF STUDY 1

- **How does the musculoskeletal system work to produce movement?**

In this area of study 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. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity.

AREAS OF STUDY 2

- **How does the cardiorespiratory system function at rest and during physical activity?**

In this area of study 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. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

UNIT 2

PHYSICAL ACTIVITY, SPORT AND SOCIETY

AREAS OF STUDY 1

- **What are the relationships between physical activity, sport, health and society?**

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

AREAS OF STUDY 2

- **What are the contemporary issues associated with physical activity and sport?**

In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

PSYCHOLOGY

Department: Science

UNIT 1

HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

AREAS OF STUDY 1

- **What Influences Psychological Development?**
Students consider the interactive influences of hereditary and environmental factors on a person's psychological development. They explore psychological development across the life span through the lens of emotional, cognitive and social development, including the consideration and evaluation of relevant models and theories. Students explore concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be culturally defined, classified and categorised.

AREAS OF STUDY 2

- **How are Mental Processes and Behaviour influenced by the brain?**
In this area of study students explore how the understanding of brain structure and function has changed over time, considering the influence of different approaches and contributions to understanding the role of the brain. They develop their understanding of how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain.

AREAS OF STUDY 3

- **How does Contemporary Psychology Conduct and Validate Psychological Research?**
In this area of study students investigate how science is used to explore and validate contemporary psychological research questions. Making connections between the research of others and their own learning enables students to explore and compare responses to contemporary psychological concepts as well as engage in the analysis and evaluation of methodologies, methods and conclusions of research studies.

UNIT 2

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

AREAS OF STUDY 1

- **How are people influenced to behave in particular ways?**
In this area of study students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. Students consider how factors such as person perception, attributions, attitudes and stereotypes can be used to explain the cause and dynamics of individual and group behaviours. Students explore how cognitive biases may assist with the avoidance of cognitive dissonance.

AREAS OF STUDY 2

- **What influences a person's perception of the world?**
Students explore the influence of biological, psychological and social factors on visual and gustatory perception. Perceptual distortions of vision and taste are explored when looking at the fallibility of perceptual systems. Students may choose to explore a range of different visual illusions to understand how individuals misinterpret real sensory stimuli.

AREAS OF STUDY 3

- **How do Scientific Investigations develop understanding of influences on perception behaviour?**
In this area of study students adapt or design and then conduct a scientific investigation into the internal or external influences on perception and/or behaviour. They generate appropriate qualitative and/or quantitative data, organise and interpret the data, and research a conclusion in response to the research question.

VCE ELECTIVES

THEATRE STUDIES

Department: Drama

UNIT 1

PRE-MODERN THEATRE STYLES AND CONVENTIONS

AREAS OF STUDY 1

- **Exploring Pre-Modern theatre Styles and Conventions**
In this area of study students study scripts from the pre-modern era of theatre, that is, works prior to the 1920s. They study at least three distinct theatre styles from the pre-modern era and the conventions and scripts associated with each. Students study innovations in theatre production in the pre-modern era. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles.

AREAS OF STUDY 2

- **Interpreting Scripts**
In this area of study students focus on the presentation of scripts from the pre-modern era of theatre. They work creatively and imaginatively in at least two production roles to interpret scripts from three or more distinct theatre styles of the pre-modern era. Students study and apply relevant conventions and consider how work in production roles is informed by different theatre styles and contexts. They learn about processes for developing characters and consider the influence of the audience on work in production roles to enhance text interpretation.

AREAS OF STUDY 3

- **Analysing a Play in Performance**
In this area of study students focus on an analysis of a professional performance of a script. They study the nature of performance analysis, including audience perspective, acting skills, directorial skills and design skills, and the ways in which the contexts and theatre styles identified or implied in a script are interpreted in performance. Students study the use of theatre technologies and the elements of theatre composition in professional theatre performance. Where possible, students should analyse a pre-modern play in performance.

UNIT 2

MODERN THEATRE STYLES AND CONVENTIONS

AREAS OF STUDY 1

- **Exploring Modern theatre Styles and Conventions**
In this area of study students study scripts from the modern era of theatre and investigate innovations in theatre practice from the 1920s to the present. They study at least three distinct theatre styles of the modern era, as well as scripts associated with each. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of modern theatre.

AREAS OF STUDY 2

- **Interpreting Scripts**
In this area of study students work in at least two of the production roles of actor, director and/or designer to realise scripts from at least three distinct theatre styles from the modern era. Through this work, students gain an understanding of how production teams can work collaboratively to interpret scripts. They also learn how work in production roles is informed by and contributes to the development of different theatre styles, and consider ways that theatre production work is itself shaped by the styles and contexts of the scripts. Students learn about theatre production processes including dramaturgy, planning, development and performance.

AREAS OF STUDY 3

- **Analysing and Evaluating a Theatre Production**
In this area of study students focus on analysis and evaluation of a professional theatre production of a script. They study the nature of theatre production analysis and evaluation, including the application of acting, direction and design and their effect on an audience. Students study the use of theatre technologies and elements of theatre composition in professional theatre performance.

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PENINSULA
— G R A M M A R —
INSPIRING PERFORMANCE