Table of Contents

Table of Contents ................................................................................................... 2
Curriculum ............................................................................................................... 4
Resource Centre Services ....................................................................................... 5
Year 10 Core Program ............................................................................................ 6
Career Development ............................................................................................... 7
English ..................................................................................................................... 8
Geography .............................................................................................................. 9
History ..................................................................................................................... 10
General Mathematics ............................................................................................. 11
Mainstream Mathematics ....................................................................................... 13
Physical Education and Health ............................................................................. 15
Science .................................................................................................................... 16
Year 10 VCE Electives .......................................................................................... 17
Accounting ............................................................................................................. 18
Biology .................................................................................................................... 21
Health and Human Development ....................................................................... 23
Information Technology ....................................................................................... 26
Media ..................................................................................................................... 29
Music Performance ............................................................................................... 33
Curriculum

The Year 10 program at Kilvington consists of core and elective studies. The aim of the program is to provide breadth and depth of study and allow students the opportunity to begin their VCE studies. The VCE (Victorian Certificate of Education) is administered by the Victorian Curriculum and Assessment Authority (VCAA).

Core Program
In Year 10, students will complete nine core studies which are listed below:

- English
- Mathematics
- Science
- Physical Education and Health
- Careers
- Geography
- History

Elective Program
In Year 10, students will complete four elective units over the course of the year, or two units per semester. Electives provide an opportunity for students to pursue studies in subjects in which they have an interest and ability. The electives are divided into two blocks. The two blocks contain a range of VCE and non-VCE subjects.

As an introduction to the VCE, students can elect to study up to two VCE units from those offered to Year 10 students. Satisfactory completion of a VCE unit will enable a student to begin accumulating units towards the total required for the satisfactory completion of the full VCE. It will also introduce students to the processes required for VCE subjects.

Elective units are semester length however language studies and VCE units are taken as a double unit sequence.

Important points for LOTE studies: If you intend to study French or Japanese in VCE, you must choose to study the language at Year 10 in both Semester 1 and 2. This will take up two of your elective choices.

VCE Electives
- Accounting
- Biology
- Health and Human Development
- Information Technology
- Media
- Music
- Physical Education
- Psychology

Other Electives
- Art
- Drama
- Food Technology
- French
- Japanese
- Making Choices – An introduction to Economics and the Australian economy
- Protest
- Physical Sciences
- Short and Sweet
- Tryants and Terrors
- Words of War
- Visual Communication and Design

While we endeavour to meet students’ preferences, this may not always be possible due to limitation of class size and timetables.
Resource Centre Services

Information Access
The McKie Resource Centre caters for all students from ELC to VCE and provides a comprehensive collection of print, audio-visual and online resources that support the curriculum and audio visual equipment. There is an extensive collection of picture books and novels for recreational reading for all year levels. We are open daily during term time and students are welcome to make use of the refurbished McKie Resource Centre which is a central light-filled space that provides a comfortable and quiet library environment.

The staff of the McKie Resource Centre – Mrs Jane Viner, Ms Ellen McKechnie and Ms Vanessa Walker aim to provide a caring, student and staff friendly well-resourced environment for reading, research, relaxation and individual study.

The Resource Centre has a dedicated Junior Library area where ELC and Junior classes visit regularly with their teachers to enjoy literature and develop their researching skills. Year 3 – 6 Junior School students can visit at lunchtime with a library pass from their class teacher.

For secondary students, the Resource Centre provides a wide selection of print and electronic resources to support the Curriculum, as well as a comprehensive collection of novels for recreational reading. Students in English classes from Year 7 – 10 enjoy a regular wide reading session.

Information and digital literacy skills are taught co-operatively with classroom teachers to enhance student learning outcomes and lifelong learning. Displays promoting faculty weeks, local, regional, national and global events and issues are a regular part of the resource centre environment. An appreciation of literature and the love of reading is encouraged by the staff, displays and the development of the collection.

All students from Early Learning to Year 12 are welcome to borrow resources and it is their responsibility to ensure they are returned or renewed to enable others to share the resources. Non-returned, lost or damaged resources will be billed to school accounts on a term basis. Students receive a reminder via their class teacher or tutor. Junior School parents receive an email for overdue items. Please contact one of the library team members with any queries or email library@kilvington.vic.edu.au

Open daily in Term time: Library Hours: 8.00am to 4.30pm Tuesday to Thursday and 8.00am to 4.00pm on Friday. Open Monday 8.00am – 3.40pm (closed recess, after school).
Year 10 Core Program
Career Development

All Year 10 students throughout the year will undertake an introduction to career development to assist them with subject selection for VCE and to encourage them to start thinking about life beyond Kilvington.

Students are made aware of the importance of choosing subjects that keep as many options open to them as possible. Some University courses have specific prerequisites and students need to ensure they choose their subjects with this in mind.

Some of the areas covered in these sessions include:

- **All about the VCE** (Study scores, the ATAR, prerequisites etc.)
- Discussions encouraging students to plan ahead, keep their options open, consider different jobs, decide what is right for them and know their interests and passions
- [www.myfuture.edu.au](http://www.myfuture.edu.au) – initial questionnaire getting students to think about what they like doing, what skills they have and what is important to them in terms of a job
- Using the Job Guide and Careers websites
- Careers Testing - Work Aspect preference Scale or Occupational Search Inventory
- Creating a sample VCE program and then using the VTAC Guide to look at post secondary course options
- Preparation for work experience for interested students
- Writing a resume and an introductory letter
Course Description
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Depth studies and inquiry questions at this year level encourage
- The development of a critical understanding of the contemporary media, and the differences between media texts
- The exploration of texts that explore themes of human experience and cultural significance
- The development of interpersonal relationships
- The examination of ethical and global dilemmas within real world and fictional settings
- The consideration of the above from a variety of perspectives
- The critical examination of informative texts (from credible/verifiable sources)
- Exploring and developing creative writing and a personal voice
- Developing effective speaking and authentic listening skills

Learning Outcomes
- Evaluate how text structures can be used in innovative ways by different authors
- Develop and justify their own interpretations of texts
- Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments
- Develop their own style by experimenting with language features, stylistic devices, text structures and images
- Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts

Assessment
- Oral and multimedia presentations to small and large groups
- Written tasks including imaginative, informative and persuasive texts
- Peer and self-assessment and reflection
- End of semester examination
Geography

Course Description
There are two units of study in Year 10

Learning Outcomes
Students will develop their geographical knowledge and understanding of the following:

Environmental change and management
- The human induced environmental changes that challenge sustainability
- The environmental worldviews of people and their implications for environmental management
- The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia
- The study of one of the following types of environment: land, inland water, coast, marine or urban, including a comparative analysis of examples selected from Australia and at least one other country
- The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated
- The application of geographical concepts and methods to the management of the environmental change being investigated
- The application of environmental, economic and social criteria in evaluating management responses to the change

Geographies of human wellbeing
- The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
- The reasons for spatial variations between countries in selected indicators of human wellbeing
- The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
- The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region, and in Australia at the local scale
- The role of international and national government and non-government organisations’ initiatives in improving human wellbeing in Australia and other countries

Assessment
- Multimedia presentations
- Oral presentations
- Research reports
- Written responses
- Tests
History

The Modern World and Australia

Course Description
The History curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to engender an understanding of the past and to provide a focus for historical inquiries.

Learning Outcomes

The key inquiry questions at this year level are
• How did the nature of global conflict change during the twentieth century?
• What were the consequences of World War II? How did these consequences shape the modern world?
• How was Australian society affected by other significant global events and changes in this period?

The depth studies undertaken by students at this year level will be
• World War II
• Rights and Freedoms
• Popular Culture (1945 – present)

Historical Skills tested will include
• Use of historical terms and concepts
• Identification and selection of questions about the past
• Evaluation and reliability of primary and secondary sources
• Identification of origin and purpose of primary and secondary sources
• Synthesis of a range of sources
• Identification and analysis of the different perspectives of people from the past
• Identification and analysis of different historical interpretations
• Development of explanations and discussions using a range of sources

Assessment
• Analysis of written and visual documents
• Written tasks
• Oral and multimedia presentations
• End of semester examination(s)
General Mathematics

Course Description
The Year 10 General Mathematics course is designed to consolidate the basics of Year 10 Mathematics and provide a solid foundation for Year 11 General-Further Mathematics. It is only appropriate for students planning to terminate their study of mathematics at the end of Year 10, or just study General-Further Mathematics in Year 11. Year 10 General Mathematics does not cover the assumed knowledge for Mathematical Methods.

In Year 10 General Mathematics, students expand binomial expressions and find unknown values after substitution into formulas. They solve problems involving linear equations and inequalities. They make the connection between algebraic and graphical representations of relations. Students find the gradient of a line segment and sketch linear relations. They solve everyday problems involving rates and ratios. Students calculate areas of shapes, and the volume and surface area of prisms, cylinders and composite shapes. They use trigonometry to calculate unknown angles in right-angled triangles. Students explain similarity of triangles. They construct histograms and back-to-back stem-and-leaf plots. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. They compare data sets by referring to the shapes of the various data displays. Students describe bivariate data where the independent variable is time. They evaluate statistical reports.

Learning Outcomes

Number and Algebra
- Apply the distributive law to the expansion of algebraic expressions and collect like terms where appropriate
- Substitute values into formulas to determine an unknown
- Solve problems involving linear equations, including those derived from formulas
- Solve linear inequalities and graph their solutions on a number line
- Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology
- Find the gradient of a line segment
- Sketch linear graphs using the coordinates of two points
- Solve a range of problems involving rates and ratios, with and without digital technologies

Measurement and Geometry
- Calculate the areas of composite shapes
- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression
- Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar
- Solve problems using ratio and scale factors in similar figures
Statistics and Probability
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including ‘skewed’, ‘symmetric’ and ‘bi modal’
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread
- Determine quartiles and interquartile range
- Construct and interpret box plots and use them to compare data sets
- Compare shapes of box plots to corresponding histograms and dot plots
- Use scatter plots to investigate and comment on relationships between two numerical variables
- Investigate and describe bivariate numerical data where the independent variable is time
- Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data

Assessment
- Skills topic tests
- Analysis tasks
- End of semester examination
Mainstream Mathematics

Course Description
In Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Learning Outcomes

Number and Algebra
• Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies
• Factorise algebraic expressions by taking out a common algebraic factor
• Simplify algebraic products and quotients using index laws
• Apply the four operations to simple algebraic fractions with numerical denominators
• Expand binomial products
• Factorise monic and non-monic quadratic expressions using a variety of strategies
• Substitute values into formulas to determine an unknown
• Solve problems involving linear equations, including those derived from formula
• Solve linear inequalities and graph their solutions on a number line
• Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology
• Solve problems involving parallel and perpendicular lines
• Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
• Solve linear equations involving simple algebraic fractions
• Solve simple quadratic equations using a range of strategies
• Solve simple exponential equations
• Describe, interpret and sketch parabolas
• Define rational and irrational numbers and perform operations with surds and fractional indices
• Use the definition of a logarithm to establish and apply the laws of logarithms

Measurement and Geometry
• Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids
• Formulate proofs involving congruent triangles and angle properties
• Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes
• Solve right-angled triangle problems including those involving direction and angles of elevation and depression
• Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies
• Apply Pythagoras’ theorem and trigonometry to solving three-dimensional problems in right-angled triangles
Mainstream Mathematics continued...

Statistics and Probability
- Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence
- Use the language of ‘if ....then, ‘given’, ‘of’, ‘knowing that’ to investigate conditional statements and identify common mistakes in interpreting such language
- Determine quartiles and interquartile range
- Construct and interpret box plots and use them to compare data sets
- Compare shapes of box plots to corresponding histograms and dot plots
- Use scatter plots to investigate and comment on relationships between two numerical variables
- Investigate and describe bivariate numerical data where the independent variable is time
- Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data

Assessment
- Skills topic tests
- Analysis tasks
- End of semester examination
Physical Education and Health

Course Description
Students work in a variety of groups to develop teamwork and adapt different roles within the team.

The Physical Education domain at Kilvington Grammar School is a dynamic and sequential program which focuses on the four dimensions of 1) acquiring and developing skills, 2) selecting and applying skills, 3) tactics and compositional ideas and 4) evaluating and improving performance.

The main topics studies include:
- Striking Sports
- Coaching
- Footy Codes
- Racquet Sports
- Alternative Sports

Assessment
- Skill
- Footy Code
- Reflection on activities

Health
- Health at Year 10 continues to focus on raising awareness of a variety of current health issues concerning adolescents

The main topics studies include:
- Change, challenge and risk – safe partying and risk taking behaviour
- Mental Health
- Road safety
- Body systems

Assessment
- Road Safety presentation
- Body systems test
- Mental Health
Science

Course Description
The course is devised to continue to assist the student to develop skills of quantitative analysis and interpretation. Students are given a broad overview of the key learning areas in order to assist them to select Science at VCE level. Students are challenged to examine scientific concepts that play an important role in today's society and to understand the science that underpins their lives. Important to this is the use of computer-based electronic experimentation.

The main topics studied include:
- Origin of Species
- Organising Elements (Properties and Structure)
- Genetics
- Using Chemistry (Interaction and Change)
- Motion and Forces
- Systems In Space
- Dynamic Earth

Learning Outcomes
On completion of this course the student should be able to:
- Evaluate theories concerning evolution of organisms
- Relate the properties of fundamental groupings of substances to the nature of their constituent particles
- Describe the similar characteristics of groups of elements in the periodic table
- Specify the characteristics, chemical reactions and usefulness to society of groups of similar substances
- Represent chemical change, using chemical symbols and formulas
- Explain how different forces act together to affect the motion of objects
- Describe relationships between force, mass, acceleration and velocity, using quantitative data

Assessment
- Topic tests
- Practical skills and reports
- Assignments
- End of semester examination(s)
Year 10 VCE Electives
Accounting

Unit 1
Establishing and operating a service business

Course Description
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Area of Study

Going into business
A potential small business owner needs to make many decisions before commencing the operations of the business. Students will investigate:

• Forms of business ownership, including sole trader, partnership and companies
• Reasons for establishing a small business
• Factors that lead to the success or failure of a small business
• The role of professionals, such as accountants, business advisors and professional organisations in providing advice to achieve business success
• Internal and external sources of finance including features, advantages and disadvantages
• Resources needed to establish a small business

Recording and reporting accounting data and information
In this area of study students investigate the role of accounting in the generation of financial data and information for the owner of a service business. The focus is on the recording and reporting of financial data and information using a single entry recording system. Students are required to use both manual and ICT methods in the recording and reporting process.

This knowledge includes:

• Accounting principles and qualitative characteristics of accounting information
• Definition of the accounting elements: assets, liabilities, owner’s equity, revenue and expenses
• The accounting equation
• Classification of current and non-current items in the balance sheet
• The two-fold effect of transactions on the balance sheet
• Source and business documents for a service business: cash receipts, cheque butts, memos, bank statements, invoices
• Techniques for the recording of cash receipts and payments from source documents, including the recording of the Goods and Services Tax (GST) where the amount of the GST is identified.
• Special journals: cash receipts and cash payments
• Internal control procedures, including cash control and the bank reconciliation process.
• Accounting reports
• Cash budgeting
Accounting continued...

Unit 1
Establishing and operating a service business continued....... 

Learning Outcomes
• On completion of this unit the student should be able to describe the resources and explain and apply the knowledge and skills necessary to set up a small business

• On completion of this unit the student should be able to identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods

Assessment
• Tests
Unit 2
Accounting for a Trading Business

Course Description
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Area of Study
- Recording Financial Data and Reporting Financial Information
- ICT in Accounting
- Evaluation of Business Performance

Learning Outcomes
- Record and report financial data and information for a sole trader
- Record and report financial data and information using an accounting software package for a single activity sole trader
- Explain and evaluate the role of ICT in the accounting process
- Select and use financial and non-financial information to evaluate a business
- Suggest strategies that will improve business performance

Assessment
- Tests
- Report
Biology

Unit 2 (Semester 1) - Organisms and Their Environment

Course Description
Biology is the study of life processes, ranging from the tiniest cells to vast ecosystems. This exciting VCE subject is now extended to year 10 students through this elective. Students can choose to study only one unit (taking one semester) or both Units 1 and 2.

We have swapped the units around in Biology so that we teach Unit 2 in Semester One, and Unit 1 in Semester Two. This is because Unit 1 is a pre-requisite for Biology 3/4. Students can elect to study either, or both units, but they must study Unit 1 in order to progress to Units 3/4 the following year.

In Unit 2 (semester 1), the students focus on ecosystems and adaptations of organisms. This unit includes a field trip, which is written up as an extended report.

Area of Study
Adaptations of organisms
- Environmental factors that affect organisms
- Structural, physiological and behavioural adaptations of organisms
- Growth and behaviour responses of plants
- Animal responses to the changing environment, including nervous and hormonal communication within the body
- Individual and group behaviours of animals including social behaviours of primates and mating rituals of birds

Dynamic Ecosystems
- Components of ecosystems and relationships between organisms
- Flow of energy and cycling of matter in ecosystems’
- Population dynamics and how the population is affected by environmental factors
- Techniques for monitoring and maintaining ecosystems
- In depth study of mangroves ecosystems

Unit Outcomes
On completion of this elective year 10 students will:

- Describe and explain structural, physiological and behavioural adaptations of organisms
- Explain how individuals in an ecosystem are interconnected and why this is essential

Assessment
- Practical reports
- Field trip
- Research tasks
- Tests
Biology continued

Unit 1 (Semester 2) - Unity and Diversity

Course Description
Unit 1 Biology introduces the basic biological principles which are essential for any student wishing to study Biology further. We start looking at the components of the cell, delving deeper into organelles and the molecules of the cell to understand how their structure relates to their function. We then look at the common requirements of all living things and how multicellular organisms have specialised cells to allow different organs. We carry out dissections to study the organ systems in greater detail.

Area of Study
Cells in Action
• Cell structure and the function of organelles
• The chemical composition of cells and macro-molecules
• The structure and function of the cell membrane and transport across the cell membrane
• Internal and external environments of cells
• Cell replication and control

Functioning Organisms
• Common requirements of all living things, including unicellular and multicellular organisms
• Transport systems in plants and animals
• Digestive and respiratory systems in animals
• Reproduction of animals
• Classifying organisms

Unit Outcomes
On completion of this unit students should be able to:
• Be able to identify cell structures and explain their function
• Carry out dissections of organs from a variety of organ systems

Assessment
• Practical reports
• Field trip
• Research tasks
• Tests
Health and Human Development

Unit 1
The Health and Development of Australia’s Youth

Unit Description
This unit focuses on the health and development of Australia’s youth as well as the many factors that influence their health and development. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and development.

Areas of Study
Understanding youth health and development;
• Definitions of physical, social, emotional and intellectual development
• Characteristics of, and interrelationships between, physical, social, emotional and intellectual development during the lifespan stage of youth
• Definitions of health and the limitations of these definitions
• Characteristics of, and interrelationships between, physical, social and mental dimensions of health
• Measurements of health status
• The health status of Australia’s youth
• Biological determinants of health and development of Australia’s youth
• The interrelationships between health and development during the lifespan stage of youth

Youth issues;
• The function of major nutrients for the development of hard tissue, soft tissue, blood tissue and energy
• The consequence of nutritional imbalance in a youth’s diet on short and long-term health and development
• Food selection models as tools to promote healthy eating during youth
• Determinants of the health and development of Australia’s youth, including behavioural, physical environment and social environment
• Health issues facing Australia’s youth
• The key features of one health issue for Australia’s youth, including:
  ~ Its impact on all dimensions of health and development
  ~ Its incidence, prevalence and changes over time (trends)
  ~ Determinants of health that act as risk and/or protective factors
  ~ Government, community and personal strategies or programs designed to promote health and development of youth
  ~ The range of health care services available to youth and their rights and responsibilities in accessing and using relevant services (including Medicare)

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

• Describe the dimensions of, and interrelationships within and between youth health and development, and analyse the health status of Australia’s youth using appropriate measurements
• Describe the factors that have an impact on the health and development of Australia’s youth
• Outline health issues relevant to Australia’s youth, and in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development

Assessment
• Written tests
• Written reports
• Case study analysis tasks
• End-of-unit examination
Unit 2
Individual Human Development and Health Issues

Unit Description
This unit focuses on the health and development for the lifespan stages of prenatal, childhood and adulthood. In this unit students identify issues that affect the health and development of Australia’s mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs relevant to these stages of the lifespan.

Areas of Study
Prenatal health and individual development
- The process of fertilisation
- Physical development from conception to birth
- The health status of Australia’s pregnant women and unborn babies
- Determinants that have an impact on health and development during the prenatal stage of the lifespan, including biological, behavioural, physical environment and social environment
- Determinants that act as risk and/or protective factors in relation to one health issue such as spina bifida, low birth weight, foetal alcohol syndrome or gestational diabetes
- Government, community and personal strategies and programs designed to promote health and development of pregnant women and unborn children

Child health and individual development
- Physical, social, emotional and intellectual development from birth to late childhood
- The principles of individual human development
- The health status of Australia’s children
- Determinants of the health and development of Australia’s children, including biological, behavioural, physical environment and social environment
- Determinants that act as risk and/or protective factors in relation to one health issue such as asthma, falls and injuries, food allergies, juvenile arthritis or type 1 diabetes
- Government, community and personal strategies and programs designed to promote the health and development of children
Health and Human Development continued...

Unit 2
Individual Human Development and Health Issues

Adult health and individual development
- The different classifications of the stages of adulthood
- Characteristics of physical development during adulthood
- The social, emotional and intellectual development associated with the stages of adulthood and ageing
- The health status of Australia’s adults
- Determinants of health and development of Australia’s adults, including biological, behavioural, physical environment and social environment
- Determinants that act as risk and/or protective factors in relation to one health issue such as cardiovascular disease, cancer, type 2 diabetes, obesity or mental illness
- Government, community and personal strategies and programs designed to promote health and individual human development of adults

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

- Describe and explain the factors that affect health and development during the prenatal stage of the lifespan
- Describe and explain the factors that affect the health and development of Australia’s children
- Describe and explain the factors that affect the health and development of Australia’s adults

Assessment
- Written tests
- Written reports
- Case study analysis tasks
- End-of-unit examination
Unit Description
This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks. When creating solutions, students need an understanding of the problem-solving methodology. In this unit the emphasis is on the problem-solving stages of design and development. Students study the following software tools; Spreadsheet software, web authoring tools, visual thinking tools and project management tools.

Areas Of Study

Data analysis and visualisation
- In this area of study students develop and apply knowledge and skills in using spreadsheet software to manipulate numeric data. Students select relevant data and apply functions and techniques to manipulate the data to produce information in graphic form, which is displayed onscreen. Examples of graphical representations are column graphs, scatter diagrams and bubble charts.
- When working with given data sets, students apply the design and development stages of the problem-solving methodology. As students will not be engaged in the analysis stage, they must be provided with details of relevant requirements of the solution, such as what information the solution has to provide and the constraints on the solution.

Networks
In this area of study students investigate how networked information systems allow data and information to be exchanged locally and within a global environment. Students develop an understanding of the technology and procedures, and the roles and responsibilities of people required to connect and maintain computers so that ideas, files, information, programs and resources can be shared. Students consider the advantages and disadvantages of using such networks, and explore how mobile devices are used within networks. Students develop an understanding of the ways in which the security of exchanged and stored data and information can be compromised.

ICT in a global society
In this area of study students develop an understanding about how the applications of particular information and communications technology (ICT) can cause tensions and conflicts between different stakeholders. This area of study involves consideration of contemporary issues within a selected context. Working in teams, which can be virtual, students use web authoring software to create a website that presents an overview of an issue associated with one context. With evidence acquired from both primary and secondary sources, students present on their website the viewpoints of different stakeholders, the team’s opinion regarding the issue and their strategies for encouraging individuals to influence how ICT is applied in particular situations. Students use visualising thinking tools and techniques to assist in formulating team opinions. They use spreadsheet software to manipulate acquired primary data and generate graphical representations to include on their website. Students can supplement these graphical representations with related sound and images, such as recorded and video interviews. Project plans are developed using ICT to record tasks to be completed and team member responsibilities. During the development of the website, progress is monitored and recorded.
Unit Description
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

Students study the following software tools; programming/scripting language, database software, visual thinking tools and project management tool.

Areas Of Study

Data analysis and visualisation
- In this area of study students develop knowledge and skills in using software tools to access and select authentic data from large data repositories, and in presenting the key aspects of the data in an appropriate visual form. Effective visual forms reduce the effort required by readers to interpret information and are clear, usable, relevant and attractive. Appropriate visual forms include graphs, charts, spatial relationships, maps, histograms and network diagrams (nodes and edges). Sources of large data repositories include the Bureau of Meteorology, World Development Indicators, Australian Bureau of Statistic, United Nations, CSIRO, OECD. Interactivity and the inclusion of dynamic data are key features of some visualisations. When developing these visualisations, students use one or more of the following tools: a programming language, database software, spreadsheet software, data visualisation software.

Programming and pathways
- In this area of study students develop knowledge and skills in using programming or scripting language software. Flexibility exists regarding the language studied as there is no approved programming list for this area of study. If a programming language is selected in Area of Study 1, it can be used in this area of study. Students develop knowledge and skills in describing data types and data structures, and applying data representation methods. They develop knowledge and skills about methods and techniques for completing a series of small discrete tasks that use features of a programming or scripting language. Students are not required to create complete solutions to information problems; rather they focus on applying knowledge and skills related to activities within the design and development stages of the problem-solving methodology.
Information Technology continued...

Unit 2 continued...

**Tools, techniques and procedures**

- In this area of study students apply all stages of the problem-solving methodology to create solutions to information problems.

- By working in teams, which can be virtual, to solve information problems for known clients, students develop an understanding of how constraints imposed by clients (users) affect the techniques and procedures applied when creating solutions. Individual team members prepare designs for the solutions and collectively they consider the designs and select one, based on agreed criteria, and make adjustments, if appropriate. These designs are considered by the clients, who provide feedback to the teams. Any modifications suggested by the clients are incorporated into the designs. Each student in a team can then individually follow the final design and develop the entire solution, or each student can contribute to the completion of the team's solutions. This involves using and procedures to efficiently and effectively process and manage data, information and files. Team members record and monitor progress through shared electronic files.

A client-based approach provides the opportunity for students to develop and apply, in real situations, knowledge and understanding about criteria for evaluating the efficiency of processing and the effectiveness of solutions, as identified in the solution designs.

**Unit Outcomes**

On completion of Unit 1 and 2 students should be able to:

- use ICT tools and techniques, produce a solution in response to an identified need
- create visual presentations such as multimedia presentations
- deliver oral presentations supported by a visual presentation
- develop an electronic learning journal, such as a blog, to record learning progress
- complete written reports using ICT

**Assessment**

- Programming/software solutions
- Written reports
- Tests
- Visual presentations
Media

Unit 1
Representation and Technologies of Representation

Unit Description
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Areas of Study
Representation
- This area of study focuses on an analysis of media representations and how such representations depict, for example, events, people, places, organisations and ideas.

- Students learn that media texts are created through a process of selection, construction and representation. Representations of events, ideas and stories, which may appear natural and realistic, are mediated and constructed in ways that are different from the audience’s direct experience of reality. Students develop an understanding of how media representations are subject to multiple readings by audiences who construct meaning based on a range of personal, contextual, social and institutional factors.

- Representation involves the selection of images, words, sounds and ideas and the ways in which these are presented, related and ordered. Media codes and conventions, together with such factors as degrees of intended realism, the cultural and historical context of the production and institutional practices, help shape a product’s structure and meaning. Media products are approached in terms of how they are constructed for different purposes, their distribution and the ways audiences may read representations within them.

Technologies of representation
- In this area of study students produce representations in two or more media forms. Students analyse how the application of the different media technologies affects the meanings that can be created in the representations. The implications for the creation, distribution and consumption of these representations are also discussed.

- Media technologies, materials, techniques, applications and processes are used to construct representations in a variety of ways. Different media forms may have features and practices in common, but in production display unique characteristics or practices. Students consider the use of codes and conventions to convey ideas and meaning in representations within the context of the technologies used to construct these representations.
Media continued...

Unit 1
Representation and Technologies of Representation continued...

New media
- In this area of study students explore the emergence of new media technologies. The impact and implications of new media technologies are considered in the context of the capabilities of the technologies, their relationship with existing media and how they provide alternative means of creation, distribution and consumption of media products. Students investigate the changes, possibilities and issues that arise from the development of new technologies and how these alter audience experience and understanding of the media.

- Technological advancements in the media occur within the context of the society in which they are created, developed and used. Such developments, therefore, not only affect media products themselves but also change the ways audiences think about and use the media. New media may also influence perceptions of ourselves and the world. Students learn that development, convergence and proliferation of technologies change the way existing and new forms of media are transmitted, exchanged, stored and received. They develop an understanding that these changes may also challenge notions of industry, ownership, copyright, privacy and access.

Assessment
- Media Folio
- Tests
- Written reports
- Oral reports
- Exam
Media

Unit 2
Media Production and the Media Industry

Unit Description
In this unit, students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Areas of Study
Media production
- This area of study focuses on media production undertaken by students within a collaborative context and the student’s explanation of the process.

  All media representations are constructed through a production process. Production is usually undertaken in stages, often grouped under the headings of preproduction, production and postproduction, with segments of the various stages undertaken by specialist individuals or teams. Media practitioners perform specific roles in the development of a media product from its inception to completed production, distribution and/or exhibition. Students develop an understanding that as each media product progresses through the various stages of production, the work practices and conventions of each specific stage and role help shape the nature of the final media product. When students undertake their production they maintain documentation that includes preproduction media design documents, such as a treatment, screenplay, storyboards or page layouts. This documentation also identifies their involvement, responsibilities and understanding of the stages and roles in the media production process.

Media industry production
- In this area of study, students focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.

  Media products are the result of collaborative and specialist production stages and roles. Students learn that the degree of specialisation among production personnel varies according to the scale and context of the media production process, and that specialist stages and roles require different skills and training. They learn that employment in the industry depends on factors such as the degree of specialism required and funding of media productions, and that the work of media practitioners is influenced by developments and issues within the industry.
Areas of Study continued......

**Australian media organisations**
In this area of study students analyse Australian media organisations within a social, industrial and global framework.

Media products are produced for audiences within a cultural, aesthetic, legal, political, economic, institutional and historical framework. Students learn that their production, distribution and circulation are affected by laws, self-regulatory codes of conduct, industry pressures, the practices of particular media organisations and global trends. They also learn that other factors, for example, sources of revenue, ratings, circulation and distribution, and ownership and control, influence the nature and range of texts produced by media organisations.

**Unit Outcomes**
On completion of Unit 1 and 2 students should be able to:

- Describe the construction of specific media representations explain how the process of representation reproduces the world differently from direct experience of it construct media representations in two or more media forms compare these representations that are produced by the application of different media technologies
- Discuss creative and cultural implications of new media technologies for the production and consumption of media products
- Demonstrate specialist production skills within collaborative media productions
- Explain and reflect on the media production process media industry issues and developments relating to the production stages of a media product
- Describe specialist roles within the media industry
- Describe characteristics of Australian media organisations
- Discuss the social, cultural and industrial framework within which such organisations operate

**Assessment**
- Media Folio
- Tests
- Written reports
- Oral reports
- Exam
Music Performance

Unit 1

Unit Description
This unit focuses on performance in solo and group contexts, studying approaches to performance and performing and developing skills in aural comprehension. Students present a solo and group performance, demonstrate prepared technical work and perform previously unseen music.

Areas of Study

Performance skill development:
- Practice and performance of the solo technical work on the main instrument for development and maintenance of control and dexterity, range of styles and performance techniques
- Practice and performance of prepared program of solo and group work by a range of composers and/or performers with differentiation between the works
- Interpretation and, where appropriate, improvisation in the style being prepared or for the performance
- Performance techniques showing cooperation and empathy with an accompanist as appropriate to the instrument
- Presentation techniques of music performance appropriate to the style presented in the work.
- Fluent performance of unprepared material

Music craft:
- Approaches used by other performance to optimise performance that can assist the development of the students work
- Selected influences on the works being prepared for the performance
- Ways of improving identified aspects of the student's performance

Music language for performance:
- Different ways scales forms, harmony, duration and texture are used individually and in combination by a range of composers, arrangers and creators of music
- Scale forms, including major harmonic and both melodic minor forms
- Diatonic intervals in a melodic context
- Chords and chord progression in major and minor keys
- Rhythms, including those in simple quadruple and triple time
- Structures of melodies in a variety of major and minor keys
- Conventions in music notation that will assist students to increase sensitivity in interpreting music

Unit Outcomes
On completion of this unit students should be able to:

- Perform a program of contrasting solo and group works, selected solo technical works and works that demonstrate unprepared performance skills.
- Analyse and evaluate the selected influences on works being prepared for performance and approaches that can be used to optimize performance of those works.
- Describe how instruments are used in combination using selected elements of music, and recognize, sing and write scales, intervals, chords and rhythms using conventions in music notation.

Assessment
- Performance
- Analysis and Evaluation Tasks
- Presentations
- Practical Work
Music Performance

Unit 2

Unit Description
This unit continues the development of accuracy, control, flexibility and dexterity in music performance skills on an instrument as a soloist and in a group. Students interpret and perform a range of styles using a diverse range of performance techniques.

Areas of Study
Performance skill development:
- Practice and performance of solo technical work on the main instrument for development and maintenance of accuracy, control, flexibility and dexterity, range of styles and performing techniques
- Practice and performance of a prepared program of solo and group works by a range of composers and/or performers
- Interpretation and where appropriate improvisation of the style being prepared for performance
- Performance techniques showing cooperation and empathy with an accompanist where appropriate to the instrument
- Presentation techniques of music performance appropriate to the style represented in the work
- Background of composers and/or performers and socio-cultural and/or geographic influences relevant to performance of selected work
- Fluent performance of unprepared material
- Expressive use of solo instruments in combination, including balance of dynamics and tones, and blend of tones

Contextual issues and analysis of works:
- Background of composers and/or performers and issues relevant to the performance of selected works
- Form or structure of works looking at the whole work or a major section of a work
- Characteristic patterns in selected works that are expressive or have meaning
- Characteristic ways textures are used to shape the musical statement in selected works
- Characteristics of selected works that are typical of historical music stylistic periods
- Characteristics of composers and/or performer’s individual styles presented in selected works
- Characteristics in selected works that use elements of music and combine elements of music
- Expressive use of solo instruments in combination, including balance of dynamics and tones and blend of tones
- Music examples and other graphic representation in selected works

Music language for performance:
- Rhythms structures for recognition, singing and transcription
- Pitch structures for recognition, singing and transcription
- Conventions in traditional music notation on a music manuscript
- Characteristic and idiomatic use of instruments in orchestrations and arrangements
- Expressive use of solo instrument/s in combination, including balance of dynamics and tones and blend of tones

Creative organisation of sound:
- Aspects of music language used in devising original work include range and characteristics of different instruments in orchestrations and arrangements
- Use of instruments in combination
- Music forms and structures
- Conventions in traditional music notation on music manuscript
Unit Outcomes
On completion of this unit students should be able to:

- Demonstrate developing performance and presentation skills in performing a program of contrasting solo and group works, selected technical work and work that demonstrates unprepared performance.
- Discuss the contextual issues and describe the characteristics and style represented in the works, the structure of the works and expressive features relevant to performance of works selected for performance.
- Recognise, sing and write scales, interval and chords; transcribe rhythms and melodies; use conventions in music notations and describe how instruments are used in combination.
- Devise a composition or improvisation that uses music language drawn from an analysis of selected works prepared for performance.

Assessment
- Performance
- Analysis and Evaluation Tasks
- Presentations
- Practical Work
Unit Description
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. Students also study injury prevention and rehabilitation strategies.

Areas of Study
Body Systems and Human Movement
- This area of study students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways.

Biomechanical Movement Principles
- In this area of study students examine biomechanical principles underpinning physical activity and sport. Through their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles leads to improved performance.

Injury Prevention and Rehabilitation
- In this area of study, students focus on sports injury risk management strategies used to reduce the risk of injury to the participant/athlete, and the rehabilitation practices and processes an individual/athlete may use to ready them for a return to sport and physical activity. Students analyse and demonstrate a range of different strategies that may be implemented at a club, an administration, a coaching or an individual level.

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

- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
- Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
- Observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

Assessment
- Tests
- Oral Presentation
- Laboratory Report
- Research Project
Unit 2
Sports Coaching and Physically Active Lifestyles

Unit Description
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

Areas of study
Effective coaching practices
- In this area of study students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. Students apply the various coaching skills by participating in practical coaching activities.

Physically Active lifestyles
- This area of study focuses on the range of physical activity options in the community. Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels. Students explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.

Decision making in sport
- This detailed study introduces students to an understanding of games and sport, including how they are categorised. Through a series of practical activities students analyse and interpret different strategies and tactics used within game situations, and approaches to coaching that develop a player’s ability to implement an appropriate strategic decision.

Unit Outcomes
On completion of this unit the students should be able to
- Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach
- Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement
- Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports

Assessment
- Tests
- Oral Presentation
- Laboratory Report
- Research Project
Psychology

Unit 1 - Introduction to Psychology

Course Description
This area of study introduces the nature and scope of psychology as a scientific discipline. Students learn about the processes involved in psychological research, the evidence-based nature of findings in psychology, and ethical principles in the practice and conduct of psychology and psychological research.

Area of Study
Introduction to psychology
- Scope of psychology including specialist career fields and fields of application and their contribution to understanding human behaviour
- Classic and contemporary theories that have contributed to the development of psychology from philosophical beginnings to an empirical science, including the relationship between psychology and psychiatry
- Differences between contemporary psychological research methods and non-scientific approaches to investigating and explaining human behaviour
- Major perspectives (biological, behavioural, cognitive and socio-cultural), that govern how psychologists approach their research into human behaviour
- Application of psychological perspectives to explain visual perception:
  - characteristics of the visual perceptual system and the visual processes involved in detecting and interpreting visual stimuli
  - the effect of psychological factors on perceptual set
  - distortions of visual perceptions by illusions
- Research methods and ethics associated with the study of psychology

Lifespan Psychology
- Stages of the lifespan: infancy, childhood, adolescence, early adulthood, middle age and old age
- The interaction between heredity and environmental factors ‘nature versus nurture’ in influencing psychological development
- Classic and contemporary theories that contribute to an explanation of psychological development including:
  - perceptual development: Eleanor Gibson’s work on infant perception
  - emotional development: John Bowlby and Mary Ainsworth’s work on attachment theory with;
  - reference to Harry Harlow’s work on attachment in monkeys
  - cognitive development: Jean Piaget’s four-stage theory
  - psycho-social development: Erik Erikson’s eight-stage theory
  - moral development: Lawrence Kohlberg’s six-stage theory
- The nature and incidence of mental illness in the population across the lifespan
- Cognitive and psychosocial changes in the very old: successful ageing, as informed by Paul Baltes’ work
- Research methods and ethics associated with the study of lifespan psychology

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

- Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives
- Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual

Assessment
- Tests
- Write up of practical exercises
  In class presentations
Psychology continued...

Unit 2

Course Description
Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

Areas of Study
Interpersonal and group behaviour
- Classic and contemporary theories and studies relating to the formation and change of attitudes, including the applications and limitations of the tri-component model of attitudes
- The interrelationship between attitudes, prejudice and discrimination:
  - factors contributing to the development of prejudice
  - factors which may reduce prejudice: inter-group contact (sustained contact, mutual interdependence, equality), cognitive interventions and super-ordinate goals
  - social and cultural grouping, stigma, stereotypes and prejudice: gender, race and age
- Social influences on the individual:
  - effects of status and social power within groups, informed by researchers such as Zimbardo
  - factors affecting obedience including social proximity, legitimacy of authority figures and group pressure, informed by researchers such as Milgram
  - factors affecting conformity, including normative influence and culture, informational influence, unanimity, group size, deindividuation and social loafing, informed by researchers such as Asch, and Smith and Bond
  - ways in which a group may influence others to change their behaviour including peer pressure, risk-taking behaviour
- Pro- and anti-social behaviour of the individual:
  - characteristics of, and factors influencing, pro-social behaviour: situational (bystander intervention and effect), social norms-reciprocity principle; social responsibility norm; personal (empathy, mood, competence); altruism
  - characteristics of, and factors influencing, anti-social behaviour: diffusion of responsibility; audience inhibition; social influence; cost-benefit analysis
  - social learning theory, including the work of Bandura
  - explanations of aggression from ethological, biological, psychodynamic and social learning perspectives
- Research methods appropriate to the measurement of attitudes and behaviours
- The extent to which ethical principles are applied to research investigations into attitudes and behaviour

Intelligence and personality
- The concept of intelligence and factors that influence intelligence, including the interaction of
- Genetic and environmental factors
- Classic and contemporary approaches to describing intelligence, including:
  - Howard Gardner’s theory of multiple intelligences
  - Robert Sternberg’s triarchic theory of intelligence
  - Cattell-Horn-Carroll model of psychometric abilities
  - Salovey and Mayer’s ability-based model of emotional intelligence
Psychology continued...

Unit 2 Continued....

• Strengths and limitations of scientific methodologies used to measure intelligence, including:
  Intelligence Quotient (IQ)
  Standford-Binet test
  Weschler’s Intelligence Scales
• The concept of personality, including characteristic patterns of thoughts, feelings and behaviours of an individual, and the influence of genetic and environment factors
• Classic and contemporary theories of describing and classifying personality:
  ∼ psychodynamic including the work of Sigmund Freud
  ∼ trait theories including the work of Gordon Allport, Raymond Cattell (16 personality factor model), Hans Eysenck (PEN model), Costa and McRae (NEO-PI/Five Factor model)
  ∼ humanistic including the person-centred theory of Carl Rogers
• The use of personality and aptitude inventories in vocational selections and workplace settings;
  ∼ Myers-Briggs Type Indicator (MBTI)
  ∼ Holland’s Self Directed Search
• Strengths and limitations of methodologies used to describe and classify personality, including the use of projective tests
• Research methods and ethics associated with investigations into intelligence and personality

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

• Explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups
• Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these

Assessment
• Tests
• Write up of practical exercises
• In class presentations
Year 10 Electives
Art

Elective Description
Year 10 provides a foundation for studying Studio Arts Unit 1 at the VCE level. Students refine their skills in creating and presenting two and three dimensional artworks using a range of forms, techniques and processes. They document and annotate the development of ideas and processes when making their own artworks. When responding to visual artworks from past and present at this level, students will analyse the expressive ways in which art elements, principles, techniques and processes are used. Students will develop appropriate arts language through studying key art movements and their impact on society and culture.

Learning Outcomes
On completion of this elective year 10 students will:

- Explore and make artworks which focus on themes, issues and ideas
- Structure and present artworks appropriate to chosen styles and forms
- Analyse and interpret the content, structure and aesthetic qualities of artworks
- Analyse the characteristics and role of art in different cultural contexts

Assessment
- Folio
- Artworks
- Visual analysis
Drama

Elective Description
Year 10 Drama elective offers an intensive course to enhance performance and text analysis skills. Students are given the opportunity to explore character through the exploration of naturalism and non-naturalism. Students will use a range of play-making techniques and creative process including researching, improvising, writing, analysing and interpreting.

Practical performance tasks and self reflection will form the basis for assessment.

Learning Outcomes
On completion of this elective students should be able to:

- Consolidate a solid understanding of dramatic elements and theatre conventions
- Create ensemble performances using an array of stimulus
- The ability to reflect, analyse and evaluate performance
- Develop stagecraft elements in the production of a play or monologue

Assessment
- Group performance including the development process
- Evaluation of group performance
- Monologue performance
- Stagecraft element project
- Evaluation of monologue performance and development process
- Improvisational skills
Food Technology

Elective Description
The ability to design and produce appealing food products to meet a range of needs and desires is the major focus of the Year 10 Food Technology elective “Eat Well, Live Well”. This elective addresses many components of menu planning through theoretical and practical activities. Students will enhance their knowledge of nutrition and increase their understanding of the relationship between food choices and diet-related illness. They will develop skills in designing, preparing and evaluating food for a range of occasions and dietary requirements. Students will also gain an understanding of the physical and sensory properties of food and how they influence food preparation and food choice. The final section of the elective looks at the influence of technology on food products and food choices.

This elective provides students with useful information and skills for the future as well as providing an excellent introduction for those wishing to study either Food and Technology or Health and Human Development in VCE.

Learning Outcomes
On completion of this elective students should be able to:

- Understand factors affecting food choices
- Utilise menu planning for a range of occasions and requirements, eg daily meals, formal meals, meals for special dietary requirements
- Physical and sensory properties of foods and their influence on food preparation and food choice.
- Understand food presentation and food styling skills
- Understand the influence of technology on the food industry, eg development of new products, genetic modification, food packaging

Students should also have further developed their skills in:
- Producing and evaluating a range of food products
- Applying safe and hygienic work practices during food preparation

Assessment
- Written and practical tests
- Written reports
- Production reviews
- Folio
French

**Elective Description**
At this level, the context involves language and content drawn from the world of teenage experience and topics from other key learning areas.

Tasks are not totally familiar and some general knowledge is now assumed. There is an emphasis on tasks which involve information gaps, as well as specific reading and writing skills, such as the ability to skim a reading text or use linking devices to develop cohesion in the construction of a written text. Writing tasks include questionnaires, dramatic episodes and diary entries. Writing tasks also involve the presentation of information for different audiences, and different text types. Students are able to identify changes of time or relationship through an increased number of tenses.

Texts vary in length and structure, the amount of unfamiliar vocabulary, the linguistic density, the clarity of structure, and the organisation and familiarity of content. Students read and listen to a range of texts, both factual and fictional, and are able to word process and reformat a limited range of texts from one text type to another.

**Learning Outcomes**

**Listening**
Demonstrate comprehension of factual and non-factual information drawn from topics of interest and other areas of the curriculum by summarising, explaining, identifying pros and cons, and transforming the information into visual or tabulated form

**Speaking**
Provide factual information to sustain a conversation in a range of situations which reflect best communicative practice

**Reading**
Describe and comment on themes, characters and events in fictional texts, and identify and comment on information and ideas in factual texts

**Writing**
Write letters, emails, scripts, reports, film review, brochure, personal letters and stories that involve making choices, explaining, summarising, classifying and drawing conclusions

**Assessment**
- Unit tests which assess macro-skill of listening, reading, writing and speaking.
- Vocabulary tests
- Cultural research report on activities outside school life in the LOTE language.
- Role-plays, filming
- Film Review
- Grammar Assessment
- End of semester examinations
Japanese

Elective Description
At this level students understand and use Japanese within the world of teenage experience and interests (e.g. pen pals, the weekend, entertainment, sports, work). They use Japanese for a variety of purposes in spoken and written texts to describe and elaborate, to express points of view and clarify reasons. They can identify gist and details from a range of oral and written texts, and are able to convey the information and ideas obtained in a different text type from the original source.

Students understand that language learning involves problem solving and they learn more complex aspects of grammar. They can read 100 kanji and are able to write 400 characters in length using hiragana, katakana and kanji. They learn about language change, and some of the reasons why this happens.

Students learn about modern Japan as well as more traditional aspects of Japanese culture. Many historical places are treated and there are a few cultural activities. Their study of Japanese is enhanced by the use of technology, such as accessing websites and using a Japanese word processor.

Learning Outcomes
On completion of this course the student should be able to:

Listening
Demonstrate comprehension of factual and non-factual information including gist, opinions, and ideas, by using information, for example, to provide concrete reasons for actions or decisions

Speaking
Present and exchange information about experiences and topics of interest, clarify ideas, and give explanations, reasons and opinions

Reading
Read at least 100 kanji and demonstrate comprehension of text by identifying and explaining facts and ideas, and conveying information in a different text type

Writing
Use hiragana, katakana and at least 80 kanji to write texts of approximately 400 characters to convey information, ideas, opinions, reasons and explanations using linked sentences and a range of text types

Assessment
- Vocabulary & kanji quizzes and Unit tests
- Oral tests
- Cultural research assignment and presentation
- End of semester exams
Making Choices
An introduction to Economics and the Australian economy

Making Choices is an elective which aims to improve the economic knowledge and financial literacy of students to assist them in making informed and wise choices. As consumers, we are constantly faced with choices and the desire to use scarce resources to satisfy our needs and wants. This subject analyses how markets work and includes a class simulation activity. It also considers the way values affect economic decision making of consumers, producers and governments. Students will also examine the role and significance of savings and investment and develop skills to successfully plan and manage personal finances.

Learning Outcomes
Knowledge and understanding gained will include:

• the basic economic problem
• how markets work and what might happen when a surplus or shortage is evident
• the financial institutions that operate in the Australian economy
• the importance of being an informed consumer
• planning and managing personal finances through learning budgeting and developing strategies to spend money wisely
• the investment options available options such as property, shares, superannuation and term deposits
• the concept of "risk" versus "return"

Leads to VCE Economics and Business subjects (Business Management and Accounting) in general.

Assessment
• Tests
• The Sharemarket Game
• Class participation
Physical Sciences

Physical Sciences is a one semester elective that allows students to explore scientific practical techniques. Students are expected to develop skills and an understanding of the analytical methods used in mechanical physics, electrical engineering, and electro-chemistry. Students will undertake various construction and problem solving activities to understand the fundamentals involved in various concepts in physics, engineering and chemistry. The course, while very practical, will also engage students in investigative projects to research the theory behind some of the phenomenon studied in this elective.

Elective Description:

- The physics component of the course involves studying various aspects of mechanical physics including straight line motion and projectile motion. The physics component will also include the study of fundamental aspects of electricity and electrical circuits.

- The engineering component of the course involves the study of various properties of materials and their uses in structures like bridges. Properties of materials such as elasticity, strength and Young’s modulus would be studied. Students would learn how these properties determine the use of materials in structures like bridges and aircraft wings.

- The chemistry component involves the study of electrochemical cells. The study of redox reactions and their application to simple cells to provide energy will be the focus. This will involve the practical component of galvanic cells and simple batteries.

Learning outcomes:

- study fundamental quantities involved in describing straight line motion
- learn to measure or calculate the magnitude of various quantities in straight line motion
- study the aspects of motion of an object under the influence of gravity
- study the application of projectile motion in various sports including AFL and cricket
- learn about the fundamentals of electricity in terms of moving charges
- learn to create basic electrical circuits and measure quantities such as current and voltage
- learn about qualities of materials such as strength, elasticity and young’s modulus
- relate the various properties of materials to their uses in various situations
- learn the basic electron transfers involved in oxidation and reduction half cells
- determine how half cells are put together to form galvanic cells using an electrochemical series
- relate the theory of galvanic cells to energy transfer and hence study simple batteries

Assessment:

- Practical tasks x 6
- Video worksheets
- Research assignments x 2
- Invention
- End of semester test
Elective Description
“Silence becomes cowardice when occasion demands speaking out the whole truth and acting accordingly.”
— Mahatma Gandhi

“The time has come to say fair’s fair” Midnight Oil

Learning Outcomes
Protest posters, marches, blogs, speeches, tweets, songs, stories, films, YouTube clips...all reflect the world as it is and as it could be. How do all these images, words and music manipulate our emotions?

Explore a diverse range of texts from the past and present to examine how acts of protest have shaped the world in which we live:
• We will investigate the protest songs of artists who are civil rights activists, anti-war or who make us aware of social issues such as land rights
• We will consider how individuals, communities and acts of protest intersect and are now reported by ‘citizens as journalists’ – everyday people using their phones to express their opinions globally or to report the actions of others in a crises, as seen, for instance, in the 2012 ‘Arab Spring’ and the ensuing revolution in Egypt

We will consider how protest is an important aspect in the shaping of identity and in the development of empathy for the plight of others

Assessment
• Creating a wide range of print, oral and digital texts
• Role plays
• Debates
Short and Sweet

Elective Description
Explore the world of short stories and films: read, write and create them! You will be engaged in different activities which aim to develop your understanding of the major features of short stories and films, your language skills, cultural awareness, critical thinking skills and creativity.

Learning Outcomes
Students will attend a workshop at ACMI ‘Film It’ - In teams, students write and shoot a simple short film before completing a first-cut edit in the ACMI post-production studio. The workshop is designed to develop skills and interest in screen-based storytelling and to extend knowledge and understanding of the three key filmmaking stages: pre-production, production and post-production.

Assessment:
• Write their own story or develop a given story outline
• The short film produced at the ACMI workshop
Tyrants and Terror

Elective Description
“In every age it has been the tyrant, the oppressor and the exploiter who has wrapped himself in the cloak of patriotism, or religion, or both to deceive and overawe the People.”

(Canton, OH, Anti-War Speech, June 16, 1918)”
― Eugene Victor Debs, Voices of a People's History of the United States

This course will examine the stories of the tyrants of world history, the men (and sometimes the women) who sought to gain power through fear and threats. History is littered with the stories of individuals who create chaos and misery for their fellow man in their quest for control. Even today, there are tyrants ruling in parts of the world where citizens are unable to assert their rights to safety and comfort – the privileges that we in Australia regard as natural rights.

Learning Outcomes
- Students will have the opportunity to examine the circumstances of societies that give rise to tyrannical behaviour and how these societies eventually overthrow and recover from the despotism of their rulers
- Students will research an example of a tyrant and seek to answer some of these questions: are there commonalities in societies overtaken by tyrants? What are the ideas voiced by the tyrant on his road to power? How did the tyrant gain the help of others? What punishments did he inflict on those who opposed him? What was his eventual fate and that of his society?
- The course will be taught through historical narrative, close analysis of written and visual primary documents, film representations of characters from history and the comparison of the perspectives of different historians about the same events

Assessment
- Essays
- Short answer responses
- Individual/group research
- Tests
Visual Communication and Design

Elective Description
Year 10 provides a foundation for studying Visual Communication Design Unit 1 at the VCE level. This elective offers students the opportunity to explore a range of digital and manual media in the creation of design solutions. The unit will cover technical drawing specifications and the design process where students will develop skills in freehand and instrumental drawing and applying and analysing the design elements and principles. Students will research, annotate, develop their own ideas and produce final designs in response to a set design brief. With each task, students are expected to follow and document each step of the design process in their visual diary.

The research component of this course is based on analysing visual communications from past and present designers.

Learning Outcomes
On completion of this elective Year 10 students will:

• Explore and make solutions in response to specific design problems
• Structure and layout presentations appropriate to chosen styles and forms
• Analyse and interpret the purpose, audience and context of visual communications
• Analyse the characteristics and role of design in different cultural contexts

Assessment
• Design theory
• Design process – visual diary
• Final designs
Words of War

Elective Description
After the First World War, people’s attitudes to war altered as its horrors and realities were revealed - it was no longer seen as a glorious pursuit. Poetry provided a way of expressing the fundamental unacceptability of war.

Learning Outcomes
- Students will read poems from a range of periods and viewpoints: The World Wars, the 1930s, crimes against humanity, the Nuclear Age, Responsibility, Women’s voices, recent wars
- Students will visit the Shrine of Remembrance, Melbourne to participate in the ‘Don’t Forget Me Cobber’ program which explores the reasons for the Battle of Fromelles, July 1916, where over 5,500 Australians were killed, wounded or taken prisoner of war in 24 hours
- They will hear about the stories of courage, mateship and the discovery of this burial site 100 years after the battle
- They will be encouraged to critically read and think about war poetry

Assessment:
- Write their own verses
- A podcast would made of students reading their own poetry and a student selection of war poems