MOOROOLBARK
COLLEGE

YEAR 10

Administrative & Course Handbook

MOOROOLBARK
COLLEGE
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ABN 84 467 348 877
www.mooroolbarkcollege.vic.edu.au

Dear Student, Parent/Guardian,

This handbook has been developed to assist you in the selection of your studies in Year 10.

The Year 10 curriculum offers a diverse range of subjects, allowing students to undertake a general course of study or begin to specialise and gain valuable knowledge for their VCE studies.

In Year 10 student's study:

- Core units of English, Mathematics and Work-Related Skills for the whole year
- Physical Education (unless the student has selected Talented Sports Program) and a Science unit (one semester of study only)
- One unit (subject) from two of the following three key learning areas: Art, Humanities, Technology (students must select two subject electives from these three key learning areas), and
- Four FREE choices from any area they like

Our College offers students the opportunity at Year 10 to apply to undertake a VCE or VET Unit 1 and Unit 2 sequence. This pathway is to adequately prepare our students for their full VCE program in Year 2026. Year 10 students will be given the opportunity to study a VCE or VET Unit 1 and 2 sequence, giving them invaluable experience and insight in the VCE program.

In addition to the Senior Pathways Information Night where the Year 10 curriculum program will be explained, all Year 10 students will receive course counselled by the House Cluster Leaders and the Pathways counselling team.

This handbook offers two parts of course descriptions. The first part is on Year 10 courses and the second part of the handbook is on course description of the VCE studies offered to Year 10 students in 2025.

Parents/Guardians requiring additional information or discussion should contact your son/daughter's Cluster Leader at the College on (03) 9727 8100.

Yours sincerely,

MATTHEW COGHLAN
Director of Curriculum

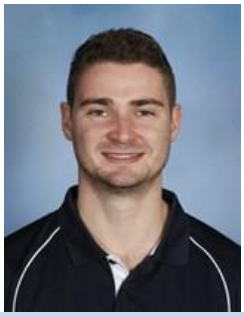
ANN STRATFORD
Principal

Table of Contents

HOUSE LEADERS, CLUSTER LEADERS AND PATHWAYS TEAM

Leilani Foleti
Cluster Leader
Baan 1,2,3

Rachel Farrell
Cluster Leader
Baan 4,5,6



David Quinn
House Leader
Baan 7,8,9

Sylvia-Jade Tandberg
Pathways advisor
Baan

Sarah Garnaut
House Leader
Darrang 1,2,3

Jenny Roberts
Cluster Leader
Darrang 4,5,6

Jasmine Evans
Cluster Leader
Darrang 7,8,9

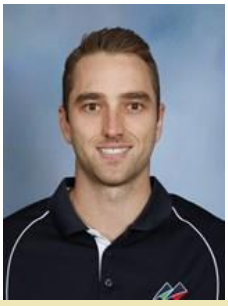
Kristi Harris
Pathways Advisor
Darrang

Tracey Leicester
House Leader
Biik 1,2,3

Aaron Cross
Cluster Leader
Biik 3,4,5

Lucas Unland
Cluster Leader
Biik 7,8,9

Alyce Bailey
Pathways Advisor
Biik



Jordan Roth
Cluster Leader
Ngawan 1,2,3

Rhonda Harker
Cluster Leader
Ngawan 4,5,6

Matthew Bell
House Leader
Ngawan 7,8,9

Eva Woodward
Pathways Advisor
Ngawan

SUPPORTING STUDENT DIVERSITY AND AGENCY

In line with the Equal Opportunity Act 2010 and the 'Minimum Standards for School Registration' as set out by the Victorian Registration and Qualifications Authority, Mooroolbark College adheres to the following:

The programs of, and teaching in, a registered school must support and promote the principles and practice of Australian democracy, including a commitment to—

(a) elected government; and
(b) the rule of law; and
(c) equal rights for all before the law; and
(d) freedom of religion; and
(e) freedom of speech and association; and
(f) the values of openness and tolerance.

Nothing in this clause is intended to affect the rights accorded to, or the compliance with any obligation imposed on, a registered school under a law of the State or of the Commonwealth.

Schedule 4 clause 1 of the Education and Training Reform Regulations 2017

SCHOOL INJURIES AND INSURANCE

Parents and Guardians are reminded that the Department of Education and Training does not provide personal accident insurance or ambulance cover for students. We would recommend families check their ambulance cover as the school will put student health and safety as the number one priority in an emergency.

Parents/guardians of students, who do not have student accident insurance, are responsible for paying the cost of medical treatment for injured students, including the cost of ambulance attendance/transport and any other transport costs.

Parents/guardians can purchase insurance policies from commercial insurers, but we are not in a position to recommend any particular product.

An Ambulance will be called for medical emergencies.

Also, a reminder to parents/guardians that the Department does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property.

Students are provided with access to a locker but must supply their own lock and to not share their locker or provide access to any other student. All lockers are located in view of the CCTV system but the College and DET cannot take responsibility for any loss.

MATTERS FOR YOUR CONSIDERATION

NON-SCHOOL VACATION DAY

Parents are requested to discuss unavoidable planned long-term absences with their student's House/Cluster Leader well ahead of time so that appropriate work can be arranged. School work otherwise missed may not be credited. It is recommended that parents do not plan long term holidays in school time.

PROMOTIONAL POLICY

Mooroolbark College automatically promotes students each year provided they have satisfactorily completed all Semester Units studied during the whole year (English is essential). When this is not the case, an individual counselling approach is implemented.

This approach is implemented inline with the Mooroolbark College Promotion Policy available on the college website.

HOMEWORK

Mooroolbark College has developed a Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

This approach is implemented in line with the Mooroolbark College Homework Policy available on the school's website.

YEAR 10 SEMESTER EXAMINATIONS

Students at Year 10 will sit semester examinations in most subject areas. The conditions of examinations in will be in line with the Mooroolbark College Examination Policy and Assessment and Reporting Guideline. Year 10 students will complete exams at the conclusion of Semester 1 and Semester 2 studies. The academic calendar outlines the dates for Semester 1 and Semester 2 exams annually.

COLLEGE PLANNER, CURRICULUM CONTRIBUTIONS, BOOKLISTS AND EXCURSIONS

All students will receive a 'Mooroolbark College' Planner at the beginning of the school year. This Planner is to be used only for College based activities. Graffiti and personal notes are not permitted. This Planner is a means of communication.

2025 Parent Payment Arrangements will be available mid/late Term 4. Curriculum Contributions can be paid in full or instalment via Compass. Families are also welcome to pay via BPAY, credit card, cheque or cash in personal at Reception.

Technology subjects (both care and electives) such as Food Technology, Product Design and Woodwork/Metalwork/Textiles may also attract a "Subject Levy". This levy has been set to help cover associated costs of materials and equipment that are provided to all students (food/ingredients, wood/metal/plastic products, textile materials, fabric, equipment and machine upkeep/maintenance etc). Subject Levies will be payable via Compass Events at the beginning of each Semester.

There is an expectation that students purchase the required textbooks and requisites listed in the booklist for specific subjects. The 2025 Booklist will be available in mid/late Term 4. Students also need to ensure that they have adequate printing credits to meet the requirements of the course.

Mooroolbark College offer an extensive camps and excursion program. Transport to sporting venues outside the College as part of the Interschool Sports Program and involvement in extra-curricular activities such as excursions, camps, outdoor education, and instrumental music lessons, will require students to pay an additional charge. These extra-curricular opportunities are offered on a user-pays basis.

CONTINUOUS ASSESSMENT AND REPORTING

COURSE WORK

The purpose of course work is to provide students with opportunities to demonstrate their knowledge, critical thinking skills, research abilities, and the application of theoretical concepts in practical situations necessary to meet the learning outcomes of the subject. Course work is crucial for evaluating how well students are learning and gaining skills in each subject. The College follows the requirements of the Victorian Curriculum and Assessment Authority (VCAA), a successful completion of course work is required for satisfactory results for subject.

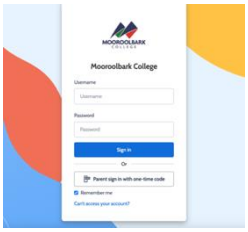
COMMON ASSESSMENT TASKS & COURSE REQUIREMENTS

Common Assessment Tasks (CATs) are designed to assess differing aspects of student performance in each study area. They are directly related to content being taught and are generally the product, or part of the product, of one or several Course Requirements. The CATs can range from projects, reports and products through to tests and examinations and are used to determine the final Victorian Curriculum Level. The satisfactory completion of all of these tasks is required in order to successful complete a subject. Students who do not submit or submit a CAT that is below a satisfactory standard, will receive a 'Not Satisfactory' for their subject. Further relevant details are available in the promotions policy.

REPORTING

Student progress is carefully monitored at all levels at Mooroolbark College in accordance with the Assessment & Reporting Policy. Opportunity for direct feedback is given at least once per term. Term 1 and Term 3 Interim Reports are issued, and Parent Teacher Interviews are scheduled providing parents with the opportunity to discuss student progress directly with staff. We strongly urge parents/guardians to attend the Parent Teacher Interviews. Throughout the semester, marks and feedback will be provided to students on each of their Common Assessment Tasks (CATs). This feedback along with additional information on academic progress will be provided in a formal report at the end of each semester. Following these reports, parents/guardians have the opportunity to contact specific staff should there be any queries or concerns.

COMPASS



Compass is the College's Learning Management System. It is available for access 24/7 at ***https://mooroolbarkcollege-vic.compass.education***

Compass is our primary electronic communication system between teachers and their students. Teachers make selected materials, activities or assignments available for students so that they may access them at any time.

The out of school hours availability enables students to take a responsible approach to managing their time and gives them the flexibility to ensure they meet deadlines.

WORK EXPERIENCE PLACEMENTS – YEAR 10

Students in Year 10 are required to participate in a one-week work experience program scheduled for the last week of Semester One. This is a requirement of the Work-Related Skills subject.

AIMS OF WORK EXPERIENCE:

1. To increase a student's understanding of the work environment
2. To develop self-knowledge and self confidence
3. To provide:
   - work education and training
   - an opportunity to explore employment and career options
   - an integrated focus for student learning
   - data for classroom learning
   - an opportunity for students to apply, and see the relevance of, skills taught at school
   - an opportunity for students and employers in industry to experience an exchange of ideas
   - valuable experience on which to base future career related decisions

Students are required to undertake Occupational Health and Safety Training prior to their work experience placement.

CONNECT

CONNECT – A SCHOOL WIDE APPROACH

By connecting the College values into everyday life, our students form meaningful relationships with their peers, their teachers and the wider community. Each year level from Year 7 to Year 10, focus on a different Mooroolbark College value. The value is embedded into their academic work, as well as into the wellbeing supports provided. All teachers emphasise the College values in class by highlighting skills and qualities which help the student develop and appreciate the College values. At the same time Connect is supported by guest speakers and programs. Each value becomes a clear focus for the year.

NIGHT OF EXCELLENCE

Mooroolbark College prides itself on being a vibrant, dynamic and supportive learning community with a commitment to recognising and celebrating the dedication and hard work of our students.

Every year, we organise the Night of Excellence, a special occasion that brings our college community together to commemorate the remarkable accomplishments of our students in various academic fields. This event provides a distinctive chance for a chosen group of students to showcase their outstanding work, highlighting the excellence that characterizes Mooroolbark College. The Night of Excellence is a significant moment for the College to recognise and commend the exceptional achievements of our students in different areas, serving as a platform to display their remarkable contributions and embody the ethos of excellence that defines our institution.

INSTRUMENTAL MUSIC

The Instrumental Music Program is an extra-curricular program which offers tuition in a variety of instruments; Woodwind, Brass, Percussion, Piano, Guitar, Bass Guitar and Voice. The program gives students the opportunity to gain technical and performance skills and an overall knowledge of their chosen instrument.

Students intending to study music through the VCE Music Performance are highly recommended to continue to have lessons.

Learning Outcomes

- Students learn how to play an instrument of their choice
- Students gain an understanding of how to read music for the instrument they play
- Students gain skills in performance
- Students gain skills in aural comprehension relative to their instrument

Curriculum Focus

- The development of instrumental playing skills
- The development of music reading and performance skills
- The development of aural skills
- Student participation in public performances and given opportunity to see music performances

Assessment

- Unit Results of either Satisfactory or Not Satisfactory are given
- Performance, Aural and Reading skills are rated by ticks ranging from Excellent, Very Good, Satisfactory and Unsatisfactory.
- Attitudes and behaviours are also rated by ticks ranging from Consistently, Usually, Occasionally and Rarely

Class requirements

Students need to have their own instrument, but limited number of woodwind and brass instruments are available for hire. Students need to have a current signed contract and have their levies fully paid up before commencement of their first lesson. Payment plans can be arranged with the General Office if required. In conjunction with the program there are many musical groups which students can choose to be involved in. These include Percussion Ensembles, Choir, Junior and Senior Concert Bands, Keyboard Ensemble, Guitar Ensemble and Musical Production.

YEAR 10 COURSE OFFERINGS

- **English** (all year), **Mathematics of choice** (all year), **Work-Related Skills** (all year), **Science** (minimum of one semester) and **Physical Education** (semester unit – unless student has selected *Talented Sports Program*)
- **Two units** from either Arts, Humanities & Technology.
- **Four** units of free choice from any key learning area.

CORE SUBJECT		SEMESTER	UNITS PER YEAR	PERIODS PER FORTNIGHT
ENGLISH				
	English - CORE	Both Semester 1 and 2	4 Units	8 periods
MATHEMATICS				
CHOICE	Advanced Mathematics	Both Semester 1 and 2	4 Units	8 periods
	General Mathematics	Both Semester 1 and 2	4 Units	8 periods
	Mathematics Numeracy	Both Semester 1 and 2	4 Units	8 periods
SCIENCE (MINIMUM OF ONE SEMESTER OF SCIENCE MUST BE COMPLETED AT YEAR 10)				
CHOICE	Biology	Either Semester 1 or 2	2 Units	8 periods
	Chemistry	Either Semester 1 or 2	2 Units	8 periods
	Environmental Science	Either Semester 1 or 2	2 Units	8 periods
	Physics	Either Semester 1 or 2	2 Units	8 periods
	Psychology	Either Semester 1 or 2	2 Units	8 periods
HEALTH & PHYSICAL EDUCATION				
	Physical Education	Either Semester 1 or 2	2 Units	8 periods
PATHWAYS				
	Work-Related Skills	Semester 1 & 2	N/A	2 periods

STUDENTS MUST COMPLETE TWO SUBJECTS FROM WITHIN THE ARTS, HUMANITIES AND TECHNOLOGY LEARNING AREAS			
COMPULSORY ELECTIVE SUBJECT CHOICES	SEMESTER	UNITS PER YEAR	PERIODS PER FORTNIGHT
THE ARTS			
Art: Ceramics & Print Making	Either Semester 1 or 2	2 Units	8 periods
Dance	Either Semester 1 or 2	2 Units	8 periods
Drama	Either Semester 1 or 2	2 Units	8 periods
Media	Either Semester 1 or 2	2 Units	8 periods
Music 10A	Either Semester 1 or 2	2 Units	8 periods
Music 10B	Either Semester 1 or 2	2 Units	8 periods
Art: Painting & Drawing	Either Semester 1 or 2	2 Units	8 periods
Photography	Either Semester 1 or 2	2 Units	8 periods
Visual Communication Design	Either Semester 1 or 2	2 Units	8 periods
HUMANITIES			
Civics and Citizenship – Philosophy	Either Semester 1 or 2	2 Units	8 periods
Commerce – Club Accounting	Either Semester 1 or 2	2 Units	8 periods
Commerce - Economics	Either Semester 1 or 2	2 Units	8 periods
History – Australia and the Modern World	Either Semester 1 or 2	2 Units	8 periods
Geography – People and the Planet	Either Semester 1 or 2	2 Units	8 periods
TECHNOLOGY			
Product Design – Food Studies	Either Semester 1 or 2	2 Units	8 periods
Product Design – Food Studies – Barker's Bakery	Either Semester 1 or 2	2 Units	8 periods
Product Design – Food Studies – Barker's Gastronomy	Either Semester 1 or 2	2 Units	8 periods
Product Design – Jewellery and Accessory making	Either Semester 1 or 2	2 Units	8 periods
Product Design – Metal Mastery	Either Semester 1 or 2	2 Units	8 periods
Product Design - Textiles	Either Semester 1 or 2	2 Units	8 periods
Product Design - Wood	Either Semester 1 or 2	2 Units	8 periods
Digital Technologies – Software Development	Either Semester 1 or 2	2 Units	8 periods
Digital Technologies – Systems Engineering – Electronics	Either Semester 1 or 2	2 Units	8 periods
Digital Technologies – Visualisation and Web Design	Either Semester 1 or 2	2 Units	8 periods

ELECTIVES	UNITS	VCE ACCELERATED SUBJECTS	UNITS
ENGLISH		Applied Computing	
English - Literature	2 Units	Art Making and Exhibiting	
English – English language	2 Units	Business Management	
		Biology	
HEALTH AND PHYSICAL EDUCATION		Dance	
Allied Health	2 Units	Drama	
Health and Human Development	2 Units	English Literature	
Leadership development*	2 Units	Environmental Science	
Sport and Recreation	2 Units	Food Studies	
Talented Sports*	2 Units	General Mathematics	
		Geography	
LANGUAGE		Health & Human Development	
German	2 Units	History	
Chinese	2 Units	Legal Studies	
		Media	
		Music Performance	
		Outdoor & Environmental Studies	
		Physical Education	
		Product Design and Technology	
		Psychology	
		Systems Engineering	
		Visual Communication Design	
		Vocational Education and Training (VET)	

*** Students who select this subject within their preferences must also submit the supporting application documentation.**

THE ARTS

ART – PAINTING AND DRAWING – ELECTIVE UNIT

INTRODUCTION

In this subject, students will create artworks from a variety of starting points that include working with paint, oil pastels, charcoal, as well as collaged and mixed media elements. Students will be introduced to a wide range of materials, along with the techniques and processes relevant to these specific artforms. Students are encouraged to develop their own creativity and imagination within these mediums through the development of preliminary ideas and sketches that will culminate in two finished artworks. Students will be introduced to terminology and art language appropriate for both reflecting on and analysing artworks. Viewing the work of other artists and art movements will also further students understanding of how ideas are formed and communicated through Art.

SKILLS

- Sculpting 3D Artworks using clay
- Creating 2D Artworks using various mediums and materials
- Creating 2D Artworks using various paints and techniques
- Completing two final artworks
- Research, analysis, and reflection

ART – CERAMICS AND PRINT MAKING – ELECTIVE UNIT

INTRODUCTION

In this subject, students will explore Ceramics and Printmaking and be introduced to the specific materials, techniques and processes relevant to these artforms. Students are encouraged to develop their own creativity and imagination within these mediums through the development of preliminary ideas and sketches that will culminate in one finished artwork from each unit. Students will be introduced to terminology and art language appropriate for both reflecting on and analysing artworks. Viewing the work of other artists and art movements will also further students understanding of how ideas are formed and communicated through Art.

SKILLS

- Sculpting 3D Artworks using clay
- Creating 2D Artworks using printmaking methods
- Completing final artworks
- Research, analysis, and reflection

DANCE – ELECTIVE UNIT

INTRODUCTION

Students independently and collaboratively create dances which aim to communicate different ideas and stories to a targeted audience. Student's physical and expressive skills will be further developed as they learn movement phrases through participation in a variety of practical classes. This subject is for students who enjoy different kinds of dance and rhythm based exercises and would provide students with an opportunity to be physically active while expressing themselves artistically through movement. The subject would provide an opportunity for students to continue building upon the skills and knowledge developed in Year 9 Dance.

SKILLS

- Communication of ideas and stories through dance
- Use of choreographic devices
- Physical and expressive skills
- Use of movement phrases
- Application of elements of dance
- Flexibility and technique

DRAMA – ELECTIVE UNIT

INTRODUCTION

What do Jim Carrey, Johnny Depp, Cate Blanchett, Angelina Jolie and Miss Piggy have in common? They all completed drama classes at school. This unit focuses on acting and performance skills, particularly physical - mime, movement, voice and character role-play. These are the very skills that allow great actors to convince you that they are the characters they portray. In this unit, students will work creatively with others and develop their performance skills.

SKILLS

- Improvisational skills developed to a high level
- Physical/body language awareness
- Ability to reflect on activities in written form and verbally
- Ability to interpret text

MEDIA ELECTIVE UNIT

INTRODUCTION

Media is the study of our society's media, in all its forms. Media includes film, television, newspapers, journalism, animation, gaming, music and radio. The course involves studying films and how they tell a story and engage their audiences. There is also a practical component of this course, where students will create film posters using Photoshop and short films. (Students are not required to be in front of the camera if they don't want to).

SKILLS

- Preparing layout designs & preparing storyboards
- Use of camera and editing equipment
- Film appreciation
- Film production

MUSIC 10A – ELECTIVE UNIT

It is essential that students complete at least one unit of music at Year 10 if they wish to study VCE Music Performance. Instrumental/Vocal lessons are available but are not a pre-requisite for studying Year 10 Music. Students who study Music 10A can continue their studies into Music 10B.

INTRODUCTION

Students can choose to perform either as a soloist or in a group with their chosen instrument or voice. They will spend time perfecting their program and develop skills in the art of performing to an audience. Students will also develop music reading, writing and listening skills. They will have the opportunity to be trained in the use of recording studio and PA systems. Students are required to provide their own guitar/microphone leads if they wish to use the school's amplifier or PA system.

SKILLS

- Instrumental/vocal rehearsal and performance
- Music theory and aural comprehension
- Music technology
- Listening analysis

MUSIC 10B – ELECTIVE UNIT

In Music 10B, students can begin their musical journey or continue their studies from Music 10A.

It is essential that students complete at least one unit of music at Year 10 if they wish to study VCE Music Performance. Instrumental/Vocal lessons are available but are not a pre-requisite for studying Year 10 Music.

INTRODUCTION

This course will offer students the opportunity to further develop performance skills in their chosen instrument or voice, in preparation for VCE Music Performance. Students will perform to an audience and develop their music theory, aural comprehension and listening analysis skills. They will have the opportunity to learn improvisation techniques and use recording studio and PA systems. Students are required to provide their own guitar/microphone leads if they wish to use the school's amplifier or PA system.

SKILLS

- Instrumental/vocal rehearsal and performance
- Music theory and aural comprehension
- Music technology
- Listening analysis
- Improvisation

PHOTOGRAPHY – ELECTIVE UNIT

INTRODUCTION

Photography exposes students to multiple digital creative pathways. Using our school digital single lens reflex cameras students learn how to capture the perfect shot. Through building a folio of experimental techniques, students can explore camera angles, framing, fast and slow shutter speed, light drawing, storytelling, mixed media, and how to shoot in a studio setting. Students can use photo editing software such as Photoshop to edit their images and improve their digital skills. Photography builds skills in visual literacy as students will engage in image analysis, discussing and articulating how artists create a visual language in their images.

SKILLS

- Camera techniques and camera care
- Composition
- Shutter speed
- Exposure
- Visual Language
- Photography as an artform

VISUAL COMMUNICATION DESIGN – ELECTIVE UNIT

INTRODUCTION

What do Communication, Industrial, and Environmental designers do? How do they get their inspiration? Students will follow the design process from a design brief through to final presentations for a variety of tasks. They will be able to learn how to create three dimensional images, design logos, buildings and products using instruments and computer software. Students will explore a range of designers and their work to analyse and evaluate them in relation to their use and the context. This knowledge will be used to develop skills, techniques and methods of design in practical tasks, as well as for theory purposes.

SKILLS

- Freehand drawing & Rendering
- Instrumental drawing & concept drawing
- Design software skills
- Architecture knowledge
- Final Presentations

ENGLISH

ENGLISH – COMPULSORY UNIT

INTRODUCTION

This course is designed to build on the skills and knowledge that students have developed in the junior years of English and to ensure they are prepared for their chosen VCE English pathway.

Year 10 students will engage in reading and viewing texts and developing an understanding of effective and cohesive writing. They interpret, create, evaluate and discuss a wide range of literary texts and consider how an author/director sends messages through their characters, setting and plot, and through investigations of the point of view and/or voice of the text. Students develop critical understanding of the contemporary media, and the differences between media texts. They will develop their writing skills in a range of styles including imaginative, informative and persuasive pieces.

SKILLS

- Use of mathematical models to a wide range of familiar and unfamiliar contexts
- Recognise the role of logical argument and proof in establishing mathematical propositions
- Apply mental, written or technology-assisted forms of computation as appropriate
- Use exponential functions to model compound interest problems
- Ability to expand, factorise, simplify and substitute into a wide range of algebraic expressions
- Solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology
- Understand the connection between tabular, graphical and algebraic representations of non-linear relations
- Solve problems involving surface area and volume for a range of objects
- Ability to follow proofs of key geometric results involving the application of congruence and similarity
- Solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry
- Use lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities.
- Apply the concepts of conditional probability and independence to solving problems involving chance events
- Use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets
- Relate box plots to corresponding dot plots and histograms
- Use scatterplots, in particular with time as the independent variable
- Analyse claims made using statistics in various media articles and other reports, on issues of interest

ENGLISH LANGUAGE – ELECTIVE UNIT

INTRODUCTION

This is an elective course taken in Year 10 for one semester.

This subject is dedicated to the power, usefulness, and creativity of language. Students will cover a range of topics related to language and its impact on those who use it; this includes language and how it reflects our identities, language and the ways it has evolved in the modern world and language structure. Students will be introduced to the subsystems of language and learn about context and how this may manipulate the way we communicate in different scenarios.

Undertaking this course will be especially useful to students who are considering VCE English Language as an option, however it is not a pre-requisite.

SKILLS

- Further develop critical and creative written responses
- Identify and describe language using the subsystems and other relevant metalanguage of the subject
- Develop a deeper understanding of languages power around the globe and in young people's worlds
- Explore the subsystems of phonology, morphology and lexicology
- To analyse how language is used in a creative way

LITERATURE – ELECTIVE UNIT

INTRODUCTION

This is an elective course taken in Year 10 for one semester. Students who choose this course should enjoy reading and be willing to discuss their ideas. Students should be prepared to read an entire novel for this course, in addition to the texts that they must read for English.

During this course, students will examine a novel, excerpts from plays and poetry. Students will be required to respond to the texts in both analytical and creative ways and to develop their understanding of how an author represents the views and values of the society that the text is set in. Students will need to consider what they personally value within their own society and compare those ideas to how they are presented in the texts that they are reading.

Undertaking this course will be especially useful to students who are considering VCE Literature as an option, however it is not a pre-requisite.

SKILLS

- Further develop critical and creative written responses
- Analyse how a text represents its social and cultural contexts
- Identify the features of society and the ideas and behaviours which a text questions or endorses
- Develop understanding of language and literature conventions

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION – COMPULSORY UNIT

INTRODUCTION

Physical Education is a compulsory subject for all students. The program is a consolidation and extension of the previous year's programs in accordance with the Victorian Curriculum which encourages effective participation in physical activity in both individual and team pursuits. Students will participate in a range of invasion, net/wall and striking/fielding sports. It also aims to provide students with external activities to promote and encourage students to be active for life, some of these activities include Spin Class and Pump Class at Goodlife Mooroolbark, Lawn Bowls at Mooroolbark Lawn Bowls Association, Laser Tag and Ten Pin Bowling at Ozpin Mooroolbark. Within the theory structure students will also cover human anatomy, nutrition, recovery strategies, training methods, strategies to enhance performance and skill acquisition.

SKILLS

- Work cooperatively in team activities
- Identify key concepts of fitness and how they can improve their own fitness
- Identify key components of the human body systems and how they function
- Analyse key players in a game and identify aspects of their strengths and weaknesses
- Understand the importance and benefits of nutrition and having a balanced diet

ALLIED HEALTH – ELECTIVE UNIT

INTRODUCTION

Allied Health professionals play an integral role in our health care system by directly working with patients to provide treatment to a wide range of people in the community. The Allied Health sector is extremely diverse containing a wide range of professions including, but not limited to, art therapy, chiropractic, dietetics, exercise physiology, occupational therapy, optometry, osteopathy, paramedicine, pharmacy, podiatry, physiotherapy, psychology, social work and speech pathology. While focusing on allied health careers, other medical careers such as dentistry, nursing and midwifery will also be explored.

The Allied Health subject aims to support students interested in a career in the medical field and help to support their understanding of what these fields entail, and the pathway required to gain admission into the higher education courses associated with them. Students will get the opportunity to deepen their understanding of the field by hearing from ex-students who are currently working/studying in these areas, research, and present on an allied health career of their choice and use this subject to assist their work experience placement.

SKILLS

- Work cooperatively in team activities
- Identifying key professionals with the health industry
- Comparisons of varies roles and responsibilities within different occupations
- Analysing and interpreting varies forms of information

HEALTH AND HUMAN DEVELOPMENT – ELECTIVE UNIT

INTRODUCTION

This course looks at the development of human beings and the prerequisites required for optimal physical, mental, emotional, social and spiritual health. Development across the life span is explored, with a focus on the health of mothers and children under the age of five.

Students will explore and analyse the health and wellbeing for different population groups including Indigenous Australians. Students learn about some of the biological, behavioural, social, and environmental factors that impact on health and wellbeing and analyse the community programs and facilities that are available to support them. The course also explores the differences in health that are present between high, middle, and low socioeconomic countries. Students can engage in real world health information that will benefit them now in real life and for the future. The course is highly recommended for students who are considering completing VCE Health and Human Development or Childhood Studies at TAFE.

SKILLS

- Analysing health information from a range of sources
- Take on responsibility for their own learning
- Engage and work collaboratively with others
- Develop communication, written and oral speaking skills

TALENTED SPORTS PROGRAM (TSP) – ELECTIVE UNIT BY APPLICATION

INTRODUCTION

The Talented Sports Program is an application based, elective program that enables students who have a desire to compete at a high level in their chosen sport the chance to further develop their fitness and skills during class time. The program also caters for students' who have a passion for sport, health and fitness. There will be an element of connection with the students' representative team/local club, where aspects of outside school competition can be worked on during school time, such as, rehab and recovery, goal setting, data analysis and training methods. There is also a focus on sports training and competition, involving in-class training an competitive games based on popular sports such as AFL, basketball, netball and volleyball. Students will be expected to be meet standards and target areas with all other areas of school community life including, behavioural expectations, involvement in college carnivals and interschool sport teams. Topics covered will include sports psychology, fitness testing, data analysis, fitness components and training methods, musculoskeletal anatomy, recovery and rehabilitation. Students will also have the opportunity to attend excursions and incursions to the following; VIS – Victorian Institute of Sport Excursion, Personal Training session at F45 Chirnside Park, Elite/Professional Sporting Club environment visit, Local community facilities for training, recovery and rehab.

SKILLS

- Perform and refine specialised movement skills in challenging movement situations
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Design, implement and evaluate personalised training plans for improving or maintaining their own and others' physical activity and fitness levels
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences

LEADERSHIP DEVELOPMENT – ELECTIVE UNIT BY APPLICATION

INTRODUCTION

This elective is offered in Semester 1 only. Students will develop their leadership qualities through participating as group leaders in the Peer Support Program. The Peer Support Program's main aim is to assist Year 7 students in their transition to secondary school. Involvement in the program as a leader encourages tolerance, understanding of others and a sense of responsibility. Students will be involved in the process of developing lessons for the Year 7 Peer Support Program, completing reflective journals and creating student profiles and reports.

SKILLS

- Organised
- Personable
- Willing to pitch in and help
- Good at asking for help when required
- Approachable
- Good communicator

There will be a two-day training held at the end of the year to train the selected applicants as Peer Support Leaders and develop their leadership skills. *If you do not satisfy the criteria of a Peer Support Leader at this camp, you will be asked to select another elective*.

Selected applicants will be required to attend school on the Year 7 orientation day (a day prior to them beginning), to help the Year 7 students settle in. They may also be selected to represent the College at various school events (e.g., Open Night, Subject Selection, visit Year 7 Camp etc.). Students who wish to apply for this subject MUST complete an application form, which includes a written teacher reference. This subject is strictly capped at 26 students.

SPORT AND RECREATION – ELECTIVE UNIT

INTRODUCTION

This is a school-based elective designed for students who wish to develop knowledge and skills appropriate to the Sport and Recreational areas. Students will introduce to the employment and educational opportunities within the Sport and Recreation Industries. The focus of the program will be on developing the skills, knowledge and confidence to work in the area of community recreation. Students will develop leadership and organisational skills through theory and practical sessions, in the classroom and community activities. (External recreational sessions include the 1000 steps and Glen Harrow High Ropes course in Belgrave) Students will investigate the options available for clients in the local community. The unit will also cover principles of fitness, coaching, working with others, first aid, organization, umpiring and passive play. This course will benefit those considering studying VCE Physical Education Units 1-4, Sport and Recreation VET course and Outdoor Education Units 1-4 or those looking at working in the sporting industry.

SKILLS

- To develop skills to work successfully in a team
- Display leadership qualities
- Demonstrate effective planning and organisation of lesson plans
- Show knowledge of recreational options
- Be a fair and ethical umpire

HUMANITIES

WORK RELATED SKILLS – COMPULSORY UNIT

INTRODUCTION

Work Related Skills is a compulsory subject for Year 10s to be run throughout the year. It will link together with the students CAP's (Career Action Plans) to further enhance their knowledge to make wiser career choices in the future. Students learn about the relationship between education, training and work options. They develop and apply appropriate knowledge, skills and behaviours for transition to employment and/or further education and training. They learn about enterprise skills and attributes and how enterprise and innovation affect the economy, society and environment. Students analyse vocational pathways and education and training requirements and identify possible career paths and opportunities. They demonstrate skills required for moving from school to employment or further education. Successful completion of this subject is a pre-requisite for entry into the VCE-VM pathway.

SKILLS

- Personal skills and learning styles
- Goal setting
- SAFE@WORK practices
- Setting up work experience
- Using the Job Guide
- Development of study skills
- Resume and cover letter writing
- Interview technique

CIVICS AND CITIZENSHIP – PHILOSOPHY – ELECTIVE UNIT

INTRODUCTION

This unit will introduce students to key ideas from a range of great philosophers and will develop their skills of critical thinking and inquiry as they explore how age-old philosophical ideas apply to their own lives.

The study of philosophy will develop a student's ability to think carefully, critically and with clarity. Students will learn how to take a logical approach to addressing challenging questions and examining hard issues, to reason well and to evaluate the reasoning of others. In class students will discuss sensibly and write effectively.

SKILLS

- Discuss and critically evaluate ideas
- Present viewpoints in formats such as discussion
- Formal oral presentation
- Extended written investigation

ECONOMICS AND BUSINESS – CLUB ACCOUNTING – ELECTIVE UNIT

INTRODUCTION

Do you belong to a local sporting, recreational or community club and want to understand how a club runs and remains financially stable? A club operates similarly to a small business and must maintain accurate accounting records and report financial information. In a business it is the accountant who undertakes these tasks, while in a club it is the treasurer.

Both the club president and a treasurer need to have the skills to ensure the club operates successfully with a strong membership base, effective marketing and a strong understanding of their roles in the management of the club. Again, this is similar to the role of a business owner.

Whilst the focus is on clubs, the skills are transferable to accounting in business and personal financial management.

SKILLS

- Use mathematical ideas and techniques
- Problem solving
- Using technology
- Communication skills
- Management skills

ECONOMICS AND BUSINESS – ECONOMICS – ELECTIVE UNIT

INTRODUCTION

This semester long, elective unit will develop student understanding of the essential role economics plays in our modern and complex society. This will include the effect of financial, economic and legal decisions, economic factors which drive societies, interdependence of countries competition and conflict of various sectors of the economy. The areas of study examined are supply and demand, money and finance, international trade, inflation and poverty & unemployment.

SKILLS

- Management skills
- Research skills
- Analysis skills
- Communication skills

GEOGRAPHY – PEOPLE AND THE PLANET – ELECTIVE UNIT

INTRODUCTION

This is a unit which looks at some of the biggest issues in the world today. Students will study topics which include climate change, ecological footprints, bio-capacity, the Murray-Darling Basin, coasts, combating poverty, and improving human wellbeing in countries throughout the world. These are all part of the two main units: Environmental Change and Management, and the Geographies of Human Wellbeing. It's all about how we can effect sustainable change and ensure our planet is in a good state for us all, for many years to come.

Students will conduct fieldwork to selected beaches and coastal environments.

SKILLS

- Research and investigation
- Field data collection
- Mapping, field sketching, cross sectional profiles
- Computer skills
- Communication and discussion

HISTORY – AUSTRALIA AND THE MODERN WORLD – ELECTIVE UNIT

INTRODUCTION

This unit 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 areas of study will include: World War II (1939 – 1945), Rights and Freedoms (1945 to present) and The Globalising World – Popular Culture (Music – Rock N Roll, Film, Sport, Television).

SKILLS

- Research and report on a set topic
- Interpret, evaluate and analyse a wide range of primary and secondary sources
- Emphasise with people's experiences from the past
- Analyse films and music that are set regarding their relevance to historical events

LANGUAGES

Students who wish to study a language in VCE must select both Year 10 units of the relevant language to ensure required standards are attained in preparation for studying at VCE level

GERMAN – ELECTIVE UNIT

INTRODUCTION

This course encourages students to continue learning German through a number of interesting topics and media, including several films. It focuses on conversational skills that include describing, expressing opinions, likes and dislikes, asking questions and giving directions and advice. The first semester looks specifically at language used around school and relationships, while Semester 2 explores travel, hospitality, fairy tales and traditions. As no beginners' course is available at Year 10, students should have successfully completed at least one semester of Year 9 German or be able to demonstrate a comparable standard.

SKILLS

- Understand and use language in a range of general and specific topics
- Exchange information and express opinions
- Produce a variety of text types
- Reorganise information into a different form
- Understand a variety of grammatical concepts and their application

CHINESE – ELECTIVE UNIT

INTRODUCTION

This course encourages students to continue learning Chinese through a number of interesting topics and mediums, including several films. It focuses on conversational skills include describing, expressing opinions, likes and dislikes, asking questions and giving directions and advice. The first semester looks specifically at language used around shopping and basic communication, while Semester 2 explores food, eating-out, weather and diary writing. As no beginners' course is available at Year 10, students should have successfully completed at least one semester of Year 9 Chinese or be able to demonstrate a comparable standard.

SKILLS

- Understand and use language in a range of general and specific topics
- Exchange information and express opinions
- Produce a variety of text types
- Reorganise information into a different form
- Understand a variety of grammatical concepts and their application

MATHEMATICS

RECOMMENDED MATHEMATICAL PATHWAYS

Students who elect to complete **Year 10 Advanced Mathematics** are recommended to study one or two of the following subjects within a VCE pathway:

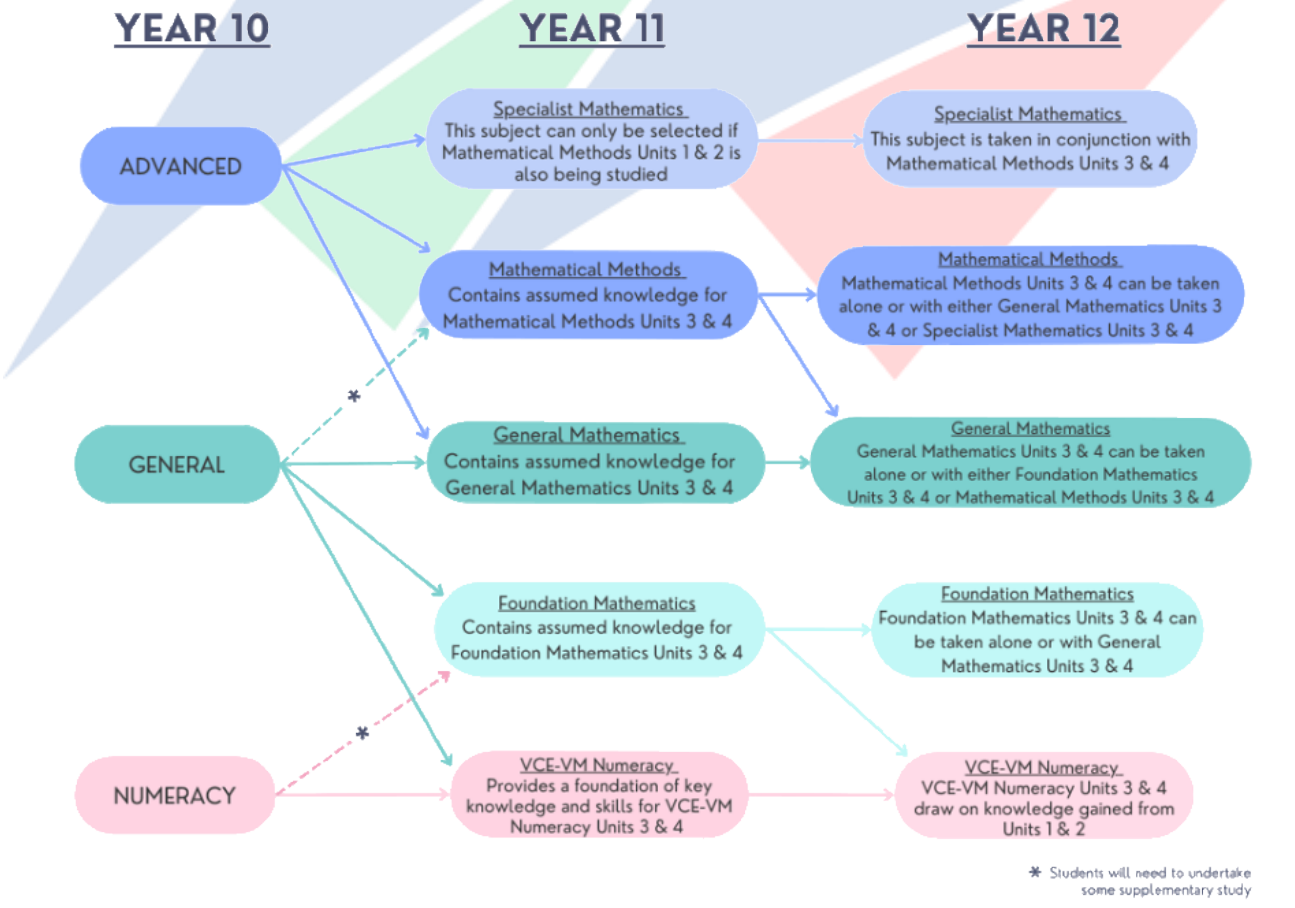
- Unit 1 & 2 Specialist Mathematics
- Unit 1 & 2 Mathematical Methods
- Unit 1 & 2 General Mathematics

Students who elect to complete **Year 10 General Mathematics** are recommended to study one of the following subjects within a VCE pathway:

- Unit 1 & 2 Mathematical Methods (some supplementary study will be required)
- Unit 1 & 2 General Mathematics
- Unit 1 & 2 Foundation Mathematics

Students who elect to complete **Year 10 Numeracy** are recommended to study the following subject within a VCE-VM pathways:

- VCE-VM Numeracy
- Units 1 & 2 Foundation Mathematics (some supplementary study will be required).



ADVANCED MATHEMATICS – CORE CHOICE UNIT

INTRODUCTION

This course is designed for those who are confident with their mathematical skill and are interested to enrol in VCE Specialist Mathematics and/or VCE Mathematical Methods in Year 11. This mathematics is designed as a preparatory measure for those students wishing to do Engineering, Science or higher level Mathematics at University. Students will have the opportunity to extend work in number and algebra, measurement and geometry and statistics and probability.

SKILLS

- Analysis of order relations and inequalities
- Understanding circular functions and equations
- Understanding exponential functions to logarithms
- Solving trigonometric problems in non-right angles triangles
- Solving three dimensional problems involving surface area and volume of cones, spheres and composite shapes
- Use various measures of location and spread to describe the distribution of a data set and investigate how robust these are with respect to variation in the data, in particular with respect to measurement error

GENERAL MATHEMATICS – CORE CHOICE UNIT

INTRODUCTION

General Mathematics is the standard mathematics at Year 10. This course is designed for those who are interested to enrol in VCE General Mathematics or VCE Foundation Mathematics in Year 11 and would be followed by VCE General Mathematics or VCE Foundation Mathematics in Year 12. Only highly competent Year 10 General Mathematics students should consider doing VCE Mathematical Methods at Year 11 and some supplementary study will be required.

SKILLS

- Use of mathematical models to a wide range of familiar and unfamiliar contexts
- Recognise the role of logical argument and proof in establishing mathematical propositions
- Apply mental, written or technology-assisted forms of computation as appropriate
- Use exponential functions to model compound interest problems
- Ability to expand, factorise, simplify and substitute into a wide range of algebraic expressions
- Solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology
- Understand the connection between tabular, graphical and algebraic representations of non-linear relations
- Solve problems involving surface area and volume for a range of objects
- Ability to follow proofs of key geometric results involving the application of congruence and similarity
- Solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry
- Use lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities.
- Apply the concepts of conditional probability and independence to solving problems involving chance events
- Use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets
- Relate box plots to corresponding dot plots and histograms
- Use scatterplots, in particular with time as the independent variable
- Analyse claims made using statistics in various media articles and other reports, on issues of interest

NUMERACY – CORE CHOICE UNIT

INTRODUCTION

This subject can only be selected by recommendation from your current Year 9 teacher, parental approval and extensive course counselling. This is because this subject will affect career choices, pathways and VCE options. This course is designed for students who have experienced difficulty coping with many aspects of Mathematics, which have been studied in previous years. Students will undertake studies which are based on practical and real-life applications of Mathematics. Students who complete Numeracy at Year 10 will continue to study VCE-VM Numeracy in Year 11. A student who completes Year 10 Numeracy can only complete VCE Foundation Mathematics Unit 1 & 2 if they complete some supplementary study.

SKILLS

- Using ratios, fractions and percentages in practical applications
- Using number skills to solve practical problems
- Estimating and accurately determine measurements such as perimeter, area and volume
- Applying measurement concepts to real-life problems
- Reading, drawing and interpreting graphs
- Reading, creating and using maps

SCIENCE

BIOLOGY – CORE CHOICE UNIT

INTRODUCTION

This unit explores: prokaryotic and eukaryotic cells; the differences between animal and plant cells; cell organelles and their functions (including protein synthesis, photosynthesis and cellular respiration); structure and function of bacteria; structure and function of DNA; genetics – including genes and modes of inheritance; natural selection and evolution. This unit is strongly recommended for students intending to study VCE Biology.

SKILLS

- Explain the differences between prokaryotic and eukaryotic cells, and plant and animal cells
- Effectively use a light microscope to study cells and prepare stained specimens on slides
- Identify cell organelles and explain their functions – with a focus on cellular respiration, photosynthesis, movement across plasma membranes and protein synthesis
- Describe and explain biological concepts relating to DNA, cell replication and inheritance
- Determine trait probability using Punnet squares and pedigrees
- Question and predict by formulating hypotheses
- Plan and conduct experiments and assess risk associated with the experiments
- Use equipment to collect and record data
- Analyse patterns and trends in data
- Identify specific ways to improve the quality of scientific data
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies

CHEMISTRY – CORE CHOICE UNIT

INTRODUCTION

In this subject, students investigate the properties of the Periodic Table and the underlying patterns as to why it is arranged the way it is. Students investigate the atomic structure of elements and the relationship between protons, neutrons and electrons and how these affect the compounds they can form. Students also learn about the different types of bonds that elements form and understand how electronic configuration helps in understanding the type of compound formed. Students undertake a wide variety of practical tasks leading them to complete their own Research Investigation where they design and complete a practical experiment based on the Rate of Reaction. It is strongly recommended that students who may be interested in studying VCE Chemistry complete this unit as part of their Year 10 studies.

SKILLS

- Describe the basic concept of atomic theory and the development of the periodic table of elements
- Explain the bonding types (ionic, metallic and covalent) found between atoms in making compounds and the properties of these compounds
- Naming and writing chemical formulae of some chemical compounds and balance chemical equations
- Complete mathematical equations to explore the concept of the Mole
- Plan and conduct experiments and assess risk associated with the experiments
- Use equipment to collect and record data
- Analyse patterns and trends in data
- Identify specific ways to improve the quality of scientific data
- Communicate scientific ideas using scientific language and digital technologies

ENVIRONMENTAL SCIENCE – CORE CHOICE UNIT

INTRODUCTION

Students gain an understanding of different environments as they examine local ecosystems and the effects of change on Earth's spheres, and the biogeochemical cycles that link them. Energy flow in Earth's atmosphere, renewable and non-renewable energy sources, the process and impacts of the greenhouse effect and enhanced greenhouse effect are also studied. Students realise that changes in the different spheres are related to changes in biodiversity.

Students will explore a range of flora and fauna conservation measures in place in Australia and evaluate how successful they are.

Students who are interested in studying VCE Environmental Science are strongly encouraged to study Environmental Science in Year 10.

SKILLS

- Identify Earth's spheres and how they are all interrelated and identify the components of ecosystems
- Examine human impact on climate change and biodiversity
- Question and evaluate conservation strategies
- Plan and conduct experiments
- Use equipment to collect and record data
- Analyse patterns and trends in data
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies

PHYSICS – CORE CHOICE UNIT

INTRODUCTION

This unit explores the forces of friction, gravity and drag. Students will use ticker tapes, their own walking abilities and/or data loggers to describe and measure force, mass, acceleration and velocity. The path of light and the different absorptions and reflections possible will be studied using light boxes, lenses and different coloured lights. The structure and operation of electromagnets will also be investigated. Electrical circuits will be studied to determine how they work and what each component does. Circuits will be built to learn how to change a fuse and wire a plug. Students will investigate why current is more dangerous than voltage. This unit is strongly recommended for students intending to study VCE Physics.

SKILLS

- Explain the motion of objects and the involvement of forces and exchange of energy
- Design electric circuits for diverse purposes using different components
- Explain the operation of circuits using the concepts of voltage and current
- Question and predict by formulating hypotheses
- Plan and conduct experiments and assess risk associated with the experiments
- Use equipment to collect and record data
- Analyse patterns and trends in data
- Identify specific ways to improve the quality of scientific data
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies

PSYCHOLOGY – CORE CHOICE UNIT

INTRODUCTON

This unit explores Psychology as a Science. It begins with an introduction to Psychology, then students will study the following topics: Body language, normality, forensic psychology, and a student-directed research task. It is highly recommended that students considering taking VCE Psychology take this elective.

SKILLS

- Question and predict by formulating hypotheses
- Plan and conduct experiments and assess risk associated with the experiments
- Use equipment to collect and record data
- Analyse patterns and trends in data
- Identify specific ways to improve the quality of scientific data
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies

TECHNOLOGY

FOOD STUDIES – ELECTIVE UNIT

INTRODUCTION

In this course, students will learn how to produce a range of food products applying a variety of key complex processes. They will develop an understanding of the design process and explore what factors influence food selection. During this course students will conduct primary and secondary research including analysing the nutritional value of food, researching the environmental impact of food production, current food trends and reflecting on Primary Research. Students will research the Meal Kit Industry and develop their own meal kit working in teams to make their meal. This is a practical foods unit providing an in depth study of the principles of cooking, food and preparation techniques, safe handling of food and equipment. This course is recommended to students interested in studying VCE Food Studies.

SKILLS

- Safe and correct work practices
- Food handling and hygiene
- Food production techniques
- Evaluation techniques
- Developing time management skills
- Conducting research and Writing reports
- Application of skills and knowledge

FOOD STUDIES – BARKER'S BAKERY – ELECTIVE UNIT

INTRODUCTION

In this subject, students will investigate and explore the skills associated with the Bakery Industry. They will conduct research into current Australian Bakers, yeast and pastry cookery and the ethically issues surrounding the chocolate industry. They will explore current trends in the industry and develop a broad range of skills making their own professionally baked products. Students will also develop skill in food styling, staging and taking photos. They will have the opportunity to show off the skills and knowledge they have developed over this course by participating in the Barkers Bakery Bake-Off. This will involve them working in teams to develop their own dessert, showcasing their technical skills and celebrating their achievements. This course is recommended to students interested in studying VCE Food Studies.

SKILLS

- Safe and correct work practices
- Food handling and hygiene
- Food production techniques
- Evaluation techniques
- Meeting deadlines
- Conducting research and Writing reports
- Application of skills and knowledge

FOOD STUDIES – BARKERS GASTRONOMY – ELECTIVE UNIT

INTRODUCTION

An exploration of cooking techniques where art and science combine (molecular gastronomy).

In this interactive and hands-on course, they will discover the magical world of molecular gastronomy. Learn how to transform ordinary ingredients into extraordinary culinary impressive creations, using extensive ingredients and cutting-edge cooking techniques.

Throughout this course, students will have the opportunity to evaluate the functional properties of the recipes they prepare. They will experiment with edible foams, colourful gels, quenelles, tuilles and spherification. Students have the opportunity to unleash their inner culinary artist as they plate and present their creations in stunning Instagram-worthy ways. From whimsical dessert decorations to beautifully composed savory dishes.

SKILLS

- Sensory Analysis
- Presentation and plating
- Testing various recipes and ingredients
- Nutritional knowledge
- Food preparations and cooking skills
- Functional food properties

PRODUCT DESIGN – JEWELLERY AND ACCESSORY MAKING – ELECTIVE UNIT

INTRODUCTION

This course will focus on students developing their understanding of a design process, by designing and manufacturing their own accessories or pieces of jewellery. Students will explore and experiment with a range of materials including wood, textiles, plastic and metal. They will document their design and production process in a folio, developing critical skills and habits that will provide an excellent basis for the VCE Product Design and Technology subjects.

Students will also apply their learning to the real world, by investigating sustainability in Product Design, particularly on the production processes used to produce a range of products and their impact on the environment.

SKILLS

- Safe and correct work practices
- Elements and principles of design
- Technical drawing and design skills
- Fabrication and assembly skills
- Evaluation techniques
- Sustainable practices

PRODUCT DESIGN – METAL MASTERY – ELECTIVE UNIT

INTRODUCTION

Metal Mastery is a hands-on, project-based course that explores the exciting world of metalworking. Throughout the course, students will develop their skills in problem-solving, critical thinking, and creativity as they design and build their own metalwork projects. From basic metalworking techniques to advance welding and fabrication, students will learn how to work with a range of metals and tools to create unique and functional objects. The course also focuses on the history and cultural significance of metalworking, giving students a broader understanding of the role of metal in our society.

SKILLS

- Safe and correct working practises
- Practical drawing and CAD skills
- Riveting, soldering, bending and Silver Soldering techniques
- Drawing and development skills
- Evaluation methods
- Design techniques

PRODUCT DESIGN – TEXTILES – ELECTIVE UNIT

INTRODUCTION

In this subject students will explore the world of design through a lens of streetwear. Students will develop their technical skills with garment construction, fabric manipulation and embellishment using sewing machines and overlockers.

Students will learn about fabric choices, colour theory, draping and tailoring techniques to ensure their creations reflect their personal style and vision. Students can investigate the way society and culture manipulate and influence fashion.

SKILLS

- Examine a variety of products through a cultural lens
- Ethically analyse the design process
- Investigate the ethical and moral impact of the fashion industry
- Respond to a design brief

PRODUCT DESIGN – WOOD – ELECTIVE UNIT

INTRODUCTION

In this course, students design and produce a range of wooden products. This will involve simple material testing, exploring design issues relating to their product including function and aesthetics. Students will become aware of safe working practises and environmental issues. Students will develop skills with regard to work practises and related competency in tool handling and techniques.

SKILLS

- Safe and correct work practices
- Principles of design
- Drawing and design skills
- Material testing
- Fabrication and assembly skills
- Evaluation techniques

DIGITAL TECHNOLOGIES – SOFTWARE DEVELOPMENT – ELECTIVE UNIT

INTRODUCTION

In this subject, students will learn how to design, document, and code simple programs using an object-oriented programming language. Students will be introduced to problem solving methodology; Algorithms and their role in problem solving; Fundamental programming concepts; Programming best practises, syntax and semantics. Students will also explore the positive and negative cultural impacts that software and digital services have on society.

SKILLS

- Application of fundamental programming constructs and structures
- Using an object-oriented programming language
- Designing digital solutions to meet a purpose
- Exploring an applying problem solving methodology
- Understand and develop criteria for evaluating their software

DIGITAL TECHNOLOGIES - SYSTEMS ENGINEERING – ELECTRONICS – ELECTIVE UNIT

INTRODUCTION

This unit is an introduction to Systems Technology using electronics. Students will develop theoretical and practical knowledge of basic electrical components, and their function in simple DC circuits. They will learn how to construct circuits and combine them to develop electronic systems. Students will develop a foundational understanding of the science of DC electricity including the application of Ohm's law. Alongside the practical, students will explore the cultural, moral, and ethical impacts that electronics have had on the world

SKILLS

- Soldering, fabrication and assembly skills
- Basic testing and fault finding
- Principles of design
- Safe work practices
- Evaluation techniques

DIGITAL TECHNOLOGIES – VISUALISATION AND WEB DESIGN – ELECTIVE UNIT

INTRODUCTION

Students taking this subject will tell data stories using design tools, and create websites using HTML, CSS and JavaScript. While developing an understanding of visual design, students will create simple, visually engaging data insights to communicate the findings of an original data set. Students will use digital tools to develop and collect an original data set, use spreadsheet software to explore and manipulate data comma and design tools to share the findings of their data. Students will also design and create static a website using HTML, CSS, and simple JavaScript on a topic of their choice.

SKILLS

- Collecting, validating, securing, and analysing data
- Telling data stories with engaging graphics
- Understanding and applying foundational visual design skills
- Learning HTML, CSS, and JavaScript
- Designing and building a fully functional website

VCE UNIT 1 & 2 COURSE DESCRIPTIONS

REQUIREMENTS FOR A SATISFACTORY COMPLETION OF A VCE UNIT

In order to satisfy the requirements of VCE units at Mooroolbark College, students must meet each of the following requirements.

Satisfactory completion of Learning Outcomes
Each subject has clearly stated Learning Outcomes for each unit of study. Learning Outcomes describe the skills and knowledge students should have by the time they complete the unit of study.

In order to satisfactorily complete a unit, students must demonstrate achievement for each of the outcomes as specified in the study design.

Timely submission of work
Students must submit work on the due date. If work is not submitted on the due date it will be given an assessment of zero towards the appropriate School Assessed Coursework (SAC)/School Assessed Task (SAT) at Year 11. SACs and SATs for Units 3 and 4 not submitted on the due date will receive 'NA' (Not Assessed). This will be reported to the VCAA and marked zero in the calculation of the student's study score for that subject.

The 'Application for a change in SAC conditions' must be completed by all students submitting work late.

Meet the 95% attendance requirement
Students are required to attend a minimum of ninety five percent of classes in each subject, unless supported by medical documentation, or the absence has been approved under special provisions by the student's House Leader. Regular attendance is essential to enable coursework tasks to be completed, mainly in class time, thus ensuring authenticity of student work assessed. Please note that family holidays are not an approved absence.

Where a student has completed work, but there is a substantive breach of class attendance, the student may be awarded an 'N'.

Authentication of Work
Authentication is the process of ensuring that all work the student submits is genuinely their own. To meet this requirement students must ensure that all unacknowledged work submitted is genuinely their own.

Students who knowingly assist other students in a breach of rules will be penalised.

Students must not submit the same piece of work for the completion of more than one assessment in any subject.

All student work will be assessed according to the Assessment and Reporting Guide and Senior School Handbook.

EDROLO

Edrolo is an online resource designed to provide students with engaging, informative and comprehensive presentations to help them understand and learn all they need to know for their exams. With engaging video lectures, supported by worked examples from past exams and interactive quizzes, as well as additional resources including a textbook and a workbook. Edrolo can help students understand, clarify and revise the content that teachers cover in the classroom.

A subscription to this service is organised by the College and is an additional required cost for each applicable subject and is payable to Edrolo.

Subjects that require an Edrolo subscription, will have this listed in the 2025 Booklist. Further information about this resource will be distributed to students later in the school year.

VCE ENGLISH

LITERATURE – UNIT 1 & 2

UNIT 1

In this unit, students focus on the way in which the interaction between text and reader creates meaning and will be exposed to a range of literary movements and genres. Students will consider how the features and conventions of texts help them to establish their interpretation of the text but also how their own context influences their understanding. Students respond critically, creatively and reflectively to the ideas and concerns that are presented by an author in order to gain insights into how texts function as representations of human experience.
Students will be required to read two novels and a selection of poetry throughout this unit.

Assessment for Unit 1

- Creative interpretation of a text
- Analytical response to a text
- Oral presentation
- Examination

UNIT 2

In this unit, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationship between authors, audiences and contexts. Ideas, language and structures of different texts from different cultures are explored and students analyse the connections between them. Students will engage in close reading of texts and be expected to write a range of analytical responses.
Students will be required to read one play, one novel, one film and a selection of poetry throughout this unit.

Assessment for Unit 2

- Critical analysis response to a text
- Comparative analysis response to two texts
- Examination

VCE ARTS

VCE ART MAKING AND EXHIBITING – UNITS 1 & 2

UNIT 1 – EXPLORE, EXPAND, INVESTIGATE

In Unit 1, students will learn about various art forms, materials, and techniques, while also exploring their historical development. They will gain knowledge on how materials are used in art making, their properties, and safe handling practices. Students will understand how materials relate to specific art forms and how they have evolved over time. They take their understanding and apply them into the creation of an artwork based on a set theme.

Students learn about artists' use of materials, techniques, and processes, inspiring new ideas and approaches. They document their exploration in a Visual Arts journal through both visuals and writing.

Assessment for Unit 1

- Folio and finished artworks
- Written theory
- Examination

UNIT 2 – UNDERSTAND, DEVELOP AND RESOLVE

In Unit 2, students delve into how artists use aesthetic qualities to convey ideas in their artworks, study how artworks are presented to audiences, and explore how ideas are communicated through art. They respond to a theme, develop their own ideas using various materials and techniques, and create finished artworks while reflecting on the aesthetic qualities. The process is documented in their Visual Arts journal. Students learn how artists use art elements and principles to develop aesthetic qualities and style in their work. By exploring combinations of elements and principles, they understand how different emotions and expressions can be conveyed. They also discover how these elements and principles create visual language in artworks.

Students learn about exhibition planning, design, and organisation, as well as the roles involved in selecting and displaying artworks in different spaces. This allows students to engage with exhibitions in various settings.

Assessment for Unit 2

- Folio and finished artworks
- Written theory
- Examination

VCE DANCE – UNIT 1 & 2

UNIT 1

In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles.

Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. Students explore the choreographic process through movement studies, cohesive dance compositions and performances.

Assessment for Unit 1

- Report/s
- Preparation for performance
- Solo, duo or group performance and reflection

UNIT 2

In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. Students are also introduced to a range of dance traditions, styles and works.

Students make links between the theoretical and practical aspects of dance across the areas of study through analysis and discussion of the way their own and other choreographers' intentions are communicated, and through the ways movement has been manipulated and structured.

Assessment for Unit 2

- Reports & preparation for performance
- Solo, duo or group performance and reflection

VCE DRAMA– UNITS 1 & 2

UNIT 1 – INTRODUCTION TO PERFORMANCE STYLES

In this unit students study at least three performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond the reality of life as it is lived. Students develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. This unit focuses on creating, presenting and analysing a devised ensemble performance that is based on a given stimulus and structure. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Assessment for Unit 1

- Development and creation of an ensemble performance
- Ensemble performance
- Analysis of ensemble performance
- Analysis of a professional performance
- Examination

UNIT 2 – AUSTRALIAN IDENTITY

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance. Students create, present and analyse a solo performance based on an Australian stimulus. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Assessment for Unit 2

- Development and creation of a solo performance
- Solo performance
- Analysis of solo performance
- Analysis of a professional performance
- Examination

VCE MEDIA – UNIT 1 & 2

UNIT 1 – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

This unit will enable students to develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms, including film. Students will also analyse how representations and media codes and conventions contribute to the construction of the media products when creating their own Film Posters and a Re-Cut Film Trailer. They will also develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and create representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Assessment for Unit 1

- Media representation theory written responses
- Media forms productions (film posters and re-cut film trailer)
- Australian stories written responses
- Examination

UNIT 2 – NARRATIVE ACROSS MEDIA FORMS

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students will also analyse the influence of developments in media technologies on individuals and society. Students will create a short narrative film in small groups and will also organise and run the school's film festival.

Assessment for Unit 2

- Narrative, style and genre research task
- Media production – short film in small groups
- Media and change written responses
- Examination

VCE MUSIC – UNITS 1 & 2

UNIT 1 & 2 – MUSIC

These units focus on students exploring and developing their understanding of how music is organised. By performing, creating, analysing and responding to music, students will explore and develop their understanding of the possibilities of musical organisation.

These units focus on developing students' ability to present performances of music works in group and solo contexts. Students have the choice to use more than one instrument to complete different requirements within each unit. Students will develop experience in performing music representing a range of styles and learn strategies to build their instrumental technique to support their performances. Students develop improvisation techniques and develop skills in aural perception and comprehension, music theory and analysis.

Assessment for Unit 1 & 2

- Performing – solo and group performance
- Creating – improvisation & composition
- Analysing and Responding – elements, concepts and device

The concert performances for assessment may extend into after school hours, no later than 6.00pm. Students and families will need to make provision for this. Extra rehearsals out of school hours are required on a regular basis.

VISUAL COMMUNICATION DESIGN – UNITS 1 & 2

UNIT 1 – FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

This unit focuses on using visual language to communicate messages, ideas and concepts. In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices

Assessment for Unit 1

- Reframing design problems and preparing a brief
- Developing visual language
- Designing a sustainable object

UNIT 2 – DESIGN CONTEXTS AND CONNECTIONS

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Assessment for Unit 2

- Environmental design
- Culturally appropriate design practices
- Digital interfaces

VCE HEALTH AND PHYSICAL EDUCATION

VCE HEALTH AND HUMAN DEVELOPMENT – UNIT 1 & 2

UNIT 1 - UNDERSTANDING HEALTH AND WELLBEING

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

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 2 – MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Assessment for Units 1 & 2

- School assessed coursework (SACs)
- Oral presentation
- Visual presentation
- Test
- Data analysis
- Case study analysis
- Completion of coursework
- Examination
- Realcare Baby Simulator

VCE PHYSICAL EDUCATION – UNIT 1 & 2

UNIT 1 – THE HUMAN BODY IN MOTION

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

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

UNIT 2 – PHYSICAL ACTIVITY, SPORT AND SOCIETY

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Assessment for Units 1 & 2

- School Assessed Coursework (SACs)
- Coursework
- Checkpoint
- Edrolo modules
- Practical laboratories
- Examination

VCE OUTDOOR AND ENVIRONMENTAL STUDIES – UNIT 1 & 2

It is highly recommended that students in Year 10 that have an interest in Outdoor & Environmental Studies complete VCE Units 1 & 2. VCE Units 3 & 4 must be completed in Year 11 as this subject is not offered in Year 12.

UNIT 1 – EXPLORING OUTDOOR EXPERIENCES

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individual and their personal responses to and experiences of outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Assessment for Unit 1

- Journal/Report
- Tests
- Case study
- Written Work
- Oral presentation
- Examination

UNIT 2 – DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences, students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Assessment for Unit 2

- Journal/Report
- Tests
- Case study
- Written Work
- Oral presentation
- Examination

Special Requirements

The cost for the subject is approximately $770 for the year. This will cover all activity costs. Students will be required to participate in a variety of outdoor field trips and camps throughout the year. Trips may include snow camps, sea kayaking, surfing, snorkelling, canoeing and mountain biking.

** Please note that it is a requirement of the subject that you must participate in ALL activities associated with the study in order to gain a satisfactory result for the subject unless medical unfit.

VCE HUMANITIES

VCE BUSINESS MANAGEMENT – UNIT 1 & 2

UNIT 1 – PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and fostering the conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Assessment for Unit 1

- The business idea
- Internal business environment and planning
- External business environment and planning
- Examination

UNIT 2 – ESTABLISHING A BUSINESS

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

Assessment for Unit 2

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business
- Examination

VCE GEOGRAPHY – UNIT 1 & 2

UNIT 1 – HAZARDS AND DISASTERS

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Students will investigate hazards, including tsunamis and bushfires. Bushfires are a major hazard in many parts of the world and particularly in Australia. Bushfire case studies will be investigated as well as the ways in which individuals, communities and government respond to such massive sets of events.

This subject includes field work, which will be a requirement for completing the unit. Students will visit and study the site of a major natural disaster.

Assessment for unit 1

- Analysis of geographic data and media
- Tests
- Field work
- Research
- Examination

UNIT 2 – TOURISM

In this unit students investigate the characteristics of tourism, with emphasis on where it has developed, its various forms, how it has changed, and its impacts on people, places and environments. Tourism case studies from within Australia and elsewhere in the world will be investigated.

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Case studies will focus on examples from Australia and the rest of the world. Students will investigate the positive and negative impacts of tourism and evaluate strategies which manage tourist activities.

Please note students will visit key tourism locations to conduct fieldwork.

Assessment for Unit 2

- Analysis of geographic data and media
- Tests
- Field work
- Research

  Examination

VCE HISTORY – UNIT 1 & 2

UNIT 1 – MODERN HISTORY: CHANGE AND CONFLICT

This unit studies the rise of Nazi Germany. Students look at Hitler's rise to power and the characteristics of Nazism. Particular attention is given to the Holocaust and ways in which the Nazi Party achieved its aims by the use of propaganda.

Students will visit the Holocaust Museum. This excursion will cost approximately $18.

Assessment for Unit 1

- Analytical exercises
- Film reviews
- Essays
- Examination

UNIT 2 – MODERN HISTORY: THE CHANGING WORLD ORDER

This unit studies competing ideologies, and challenge and change, in the second half of the twentieth century. Students begin with a study of the Cold War: its ideological basis and origins; its main events and its final resolution. There were significant challenges to the existing political and social orders in this period.

Assessment for Unit 2

- Classwork assignments
- Analysis of primary sources
- Historical enquiry
- Essay
- Analysis of historical interpretations
- Examination

VCE LEGAL STUDIES – UNIT 1 & 2

UNIT 1 – THE PRESUMPTION OF INNOCENCE

This unit develops an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. Students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused.

Assessment for Unit 1

- Case studies
- Essays
- Structured questions (Tests)
- Examination

UNIT 2 – WRONGS AND RIGHTS

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies.

Assessment for Unit 2

- Case studies
- Essays
- Structured questions (Tests)
- Examination

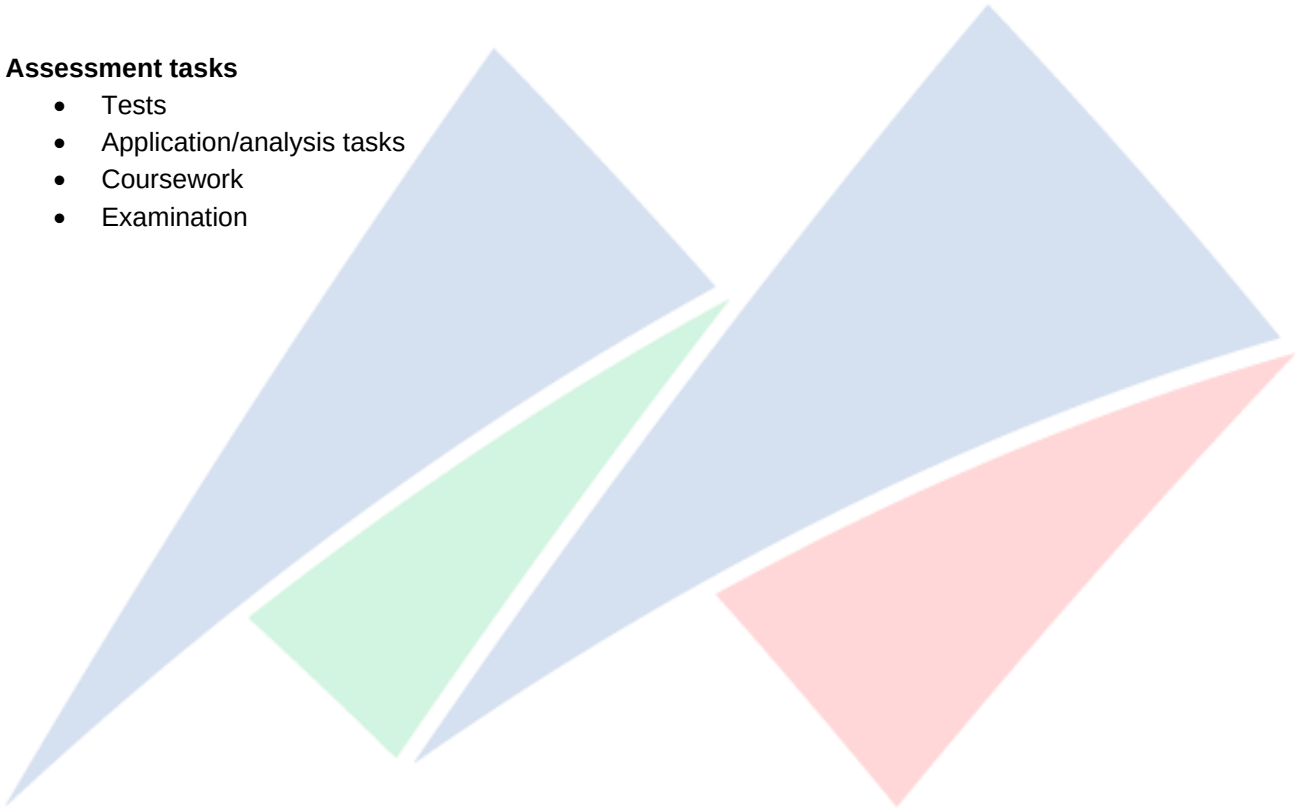
VCE MATHEMATICS

VCE GENERAL MATHEMATICS - UNIT 1 & 2

General Mathematics is the standard Year 11 Mathematics course that is designed to prepare students for General Mathematics Units 3 & 4. The four units together are designed to meet the minimum standard for many tertiary course selection requirements. Those who have either completed Year 10 General Mathematics or Year 10 Advanced Mathematics may choose to do General Mathematics at Year 11. Students will be required to purchase a Casio Classpad Computer Algebra System (CAS) Calculator (fx-CP400). The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', 'Discrete mathematics' and 'Space and measurement'.

Assessment tasks

- Tests
- Application/analysis tasks
- Coursework
- Examination



VCE SCIENCE

VCE BIOLOGY – UNIT 1 & 2

UNIT 1 - HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Assessment for Unit 1

- Practical activities
- Fieldwork and report
- Logbook
- Student designed scientific investigation
- Tests
- Examination

UNIT 2 – HOW DOES INHERITANCE IMPACT ON DIVERSITY?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators' structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Assessment for Unit 2

- Practical activities
- Fieldwork and report
- Logbook
- Student directed research investigation
- Tests
- Examination

VCE ENVIRONMENTAL SCIENCE – UNIT 1 & 2

UNIT 1 – HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Assessment for Unit 1

- Practical activities
- Fieldwork and report
- Logbook
- Student designed scientific investigation
- Tests
- Examination

UNIT 2 – WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Assessment for Unit 2

- Practical activities
- Fieldwork and report
- Logbook
- Student directed investigation
- Tests
- Examination

VCE PSYCHOLOGY – UNIT 1 & 2

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Assessment for Units 1 and 2

- Practical and research investigations
- Tests
- Examination

VCE TECHNOLOGY

VCE APPLIED COMPUTING – UNIT 1 & 2

UNIT 1 – APPLIED COMPUTING

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

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Assessment for Unit 1

- Spreadsheets
- Network design
- Website
- Examination

UNIT 2 – APPLIED COMPUTING

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Assessment for Unit 2

- Programming
- Data visualisations
- Database
- Examination

VCE FOOD STUDIES – UNIT 1 & 2

UNIT 1 – FOOD AROUND THE WORLD

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

Assessment for Unit 1

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures.

In addition, at least one task for the assessment of Outcome 1 should be selected from the following:

- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short written report: research inquiry or historical timeline.

UNIT 2 – FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Assessment for Unit 2

- design and produce a practical food solution in response to an opportunity or a need in the food industry or school community
- design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting

VCE PRODUCT DESIGN AND TECHNOLOGY – UNIT 1 & 2

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirement. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology.

UNIT 1 – SUSTAINABLE PRODUCT REDEVELOPMENT

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Assessment for Unit 1

- Design folio
- Production plans
- Production tasks
- Examination

UNIT 2 – COLLABORATIVE DESIGN

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Assessment for Unit 2

- Design folio
- Production plans
- Production tasks
- Examination

VCE SYSTEMS ENGINEERING – UNIT 1 & 2

UNIT 1 – MECHANICAL SYSTEMS

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.

Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Assessment for Unit 1

- Design Folio
- Production Tasks
- Selected Assessed Coursework
- Examination

UNIT 2 – ELECTROTECHNOLOGY SYSTEMS

In this unit students study fundamental electrotechnological engineering principles. The term electrotechnological encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies.

Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Assessment for Unit 2

- Design folio
- Production tasks
- Selected assessed coursework
- Examination

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) involves the study of a TAFE qualification.

VET is characterised by a high level of practical learning which relates to the working environment. VET is designed to be “hands on” learning with students learning by “doing”.

The provision of VET within the VCE-VM and the VCE has provided many students with a vocational focus while completing their senior studies. It has opened up post school options that were previously unavailable to students. Local schools are offering many of these programs, these schools have decided to form a cluster (Yarra Valley VET Cluster) for the provision of VET courses to give students from a larger number of schools access to these programs.

Member schools of the Cluster include, Billanook College, Lilydale Heights College, Lilydale High School, Mooroolbark College, Mount Lilydale Mercy College, Mt. Evelyn Christian School and Yarra Hills Secondary College, Upper Yarra Secondary College, Mountain District Christian School, Healesville High School & CIRE Community School.

These schools through the partnership offer a wide range of career and study options that are locally accessible for students. Mooroolbark College also works with other local TAFE institutions who deliver VET programs.

Students enrolled in various VET programs on offer can remain enrolled in their current school and can then take the option of enrolling in a specialist program at another school or TAFE Institution.

VET PROGRAMS AVAILABLE

- Certificate III in Acting
- Certificate II in Agriculture
- Certificate II in Allied Health Assistance
- Certificate II in Animal Care
- Certificate II in Auslan
- Certificate II in Automotive
- Certificate II in Beauty Services
- Certificate II in Business
- Certificate II in Community Services
- Certificate II in Conservation & Eco Systems Management
- Certificate II in Creative Industries (Screen & Media)
- Certificate II in Dance
- Certificate III in Design Fundamentals
- Certificate III in Early Childhood Education and Care
- Certificate II in Electro-technology (1st Year)
- Certificate II in Engineering
- Certificate II in Equine Studies
- Certificate II in Furniture
- Certificate II in Horticulture
- Certificate II in Hospitality Kitchen (Cookery)
- Certificate III in Information Technology (Cyber Safety) – NEW
- Certificate III in Information Technology (Games)
- Certificate II in Information Technology
- Certificate II in Interior Decorating
- Certificate II in Laboratory Skills

- Certificate II in Land Conservation
- Certificate III in Music Industry
- Certificate II in Music – Sound Production
- Certificate II in Music - Performance
- Certificate II in Plumbing (pre apprenticeship)
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate II in Screen and Media
- Certificate II in Tourism 1st Year
- Certificate II in Visual Arts 1st Year
- Certificate II in Workplace Skills
- Certificate II in Wine Industry – NEW

Note that courses offered may vary from year to year depending on the subjects confirmed by the provider.

For details of these courses please refer to course brochures that are available from Senior School Office and on the YVVC website https://www.yvvc.org.au/ or contact the Pathways/VET Coordinator.

See individual brochures for details. Students will attend the home school for their VCE/VM program but may attend any of the above schools for the VET courses. These will normally take place on a Wednesday- the day allocated by all the cluster schools as the VET day. However, some classes may run outside normal school hours on any day or evening. Some programs may be delivered at a TAFE Institution.

Students will be required to arrange their own transport to attend these programs.

There may be some additional costs incurred for the programs, this will vary depending on the VET provider.

Further information about VET is available from the Pathways/VET coordinator, the Pathways Advisors and from the following VCAA website
https://www.vcaa.vic.edu.au/curriculum/vet/Pages/index.aspx

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