

**Year 10
2018**



**Course Selection Handbook for
students undertaking Year 10,
2018**

YEAR 10 HANDBOOK INDEX

INTRODUCTION	3
YEAR 10 SUBJECT SELECTION 2018	5
CORE SUBJECT DESCRIPTIONS	6
ENGLISH.....	7
MATHEMATICS.....	8
SCIENCE.....	9
GEOGRAPHY	13
COMPARATIVE WORLD VIEW.....	13
HISTORY	15
CHRISTIAN WORK STUDIES	16
SPORT.....	17
ELECTIVE BLOCK A	18
BUSINESS AND FINANCE.....	19
INTRODUCTION TO LAW.....	20
VCE GEOGRAPHY.....	21
VCE HEALTH & HUMAN DEVELOPMENT.....	22
VCE PSYCHOLOGY	23
STUDIO ARTS 1.....	24
STUDIO ARTS 2.....	25
VET MUSIC – CERT III	26
VET SPORT AND RECREATION – CERT III.....	27
ELECTIVE BLOCK B	28
ART.....	29
DRAMA.....	31
FRENCH.....	32
INFORMATION TECHNOLOGY	33
INSIGHT OUT.....	34
MEDIA STUDIES	35
PHYSICAL EDUCATION – BODY WORKS.....	35
PHYSICAL EDUCATION – FITNESS AND TRAINING.....	37
ELECTIVE BLOCK C	38
DRAMA.....	39
FRENCH.....	40
FOOD AND TECHNOLOGY.....	Error! Bookmark not defined.
INSIGHT OUT.....	42
INTRODUCTION TO JOURNALISM	43
MEDIA STUDIES	44
SUSTAINABLE EARTH.....	45
TECHNOLOGY - WOOD	46

INTRODUCTION

Welcome to Year 10!

You are now considered part of the Senior School at our College. By year's end some of you will have already completed a VCE or VET subject and you will have explored pathway options for university, TAFE or apprenticeship program, or prepared yourself for the world of work. It is therefore an extremely important year.

There is a lot of growth that needs to occur to bring students to an appropriate level of maturity to manage their post compulsory studies appropriately. Our aim is to increase your ability to act independently, understand the way that you learn best and equip you with the skills and knowledge necessary for you to make mature, positive contributions to your community after you leave school.

During the senior school years, whilst there is an obvious focus on developing a clear pathway for your future studies, there is a parallel focus on your role as responsible citizens in the community – becoming aware of the impact you can have on those around you. Students continue with their core studies in English, Mathematics, Science, History and Geography. Christian Life Studies, which is the continuation of the Christian Education program, challenges students regarding their possible futures. Self-image, strengths, weaknesses, character and values are discussed in order to prepare an individual portfolio. Career opportunities are investigated as part of the Pathways program. Students will experience other areas of input with the overall aim of deepening their understanding of the contribution that faith has in their role in society.

Student leadership is strongly encouraged at Year 10. Opportunities exist for students to develop responsibility and accountability in various roles throughout the year. Specific programs to facilitate this include: School Senate, House Captaincy, Homegroup Leaders, Sports and Music Leadership, Primary School Support, Public Speaking and Debating, Environment and involvement with volunteer groups such as Amnesty International, TEAR, World Vision and Parks Victoria.

One week of Work Experience is scheduled to be undertaken during the last week of Term 2. Concurrent with this time, students also have the opportunity to be involved in the increasingly popular Mission Awareness Tour. This activity provides an outstanding opportunity to develop important life and leadership skills and to be involved in serving the wider community.

The Elective Program

The Year 10 Elective Program has been designed to give students a wide variety of choice to encourage breadth in their education, as well as an opportunity to focus on a particular area of interest. We aim for our students to do well in their VCE or VCAL studies and the best way to achieve this is to ensure that students are academically and emotionally ready for the challenge. Please read the elective information carefully. Block A electives contain choices at the VCE and VET level as well as a focused introduction to Legal Studies and Business Management. These electives provide students with a choice of subjects that will provide significant challenges and prepare students for studies in Year 11 and 12. Block B and C electives provide a range of creative and interest subjects that all provide excellent pathways to similar subjects in VCE/VET but many are equally valid taken as semester based subjects for interest level.

Homework and Study

At PVCC, our desire is that our students value learning and value homework as an important and integral part of that learning. Homework should not be viewed as an isolated activity unrelated to the learning that is taking place in the various environments on a daily basis.

One of the main goals for Year 10 students is to adequately prepare our students for their VCE. An important contribution that we as a community (parents and teachers) make towards this end is to ensure our students have developed appropriate habits with regard to studying outside of normal class time. There are a number of strategic reasons why homework at PVCC is considered a necessary and valued part of the curriculum.

Homework is mind stretching and can allow time for students to make use of higher order thinking skills.

The following tasks are what you can expect to be conducting during homework:

- Pre-reading and summarising material for future classes and submitting notes for feedback.
- Question Preparation - Students prepare a question based on the text read for homework.
- Pre testing ideas/concepts for the next unit or next sub-topic.
- Summary/Precise writing - Students are asked to summarise the key ideas/concepts taught in the lesson.
- Tasks that encourage reflection of the material taught or application of the concepts/skills developed in the lesson.
- Challenging questions in order to engage thinking on the topic.
- Specific independent practice at home following guided practice in the classroom.
- Reflecting to improve learning such as post-test reflection.
- Personal Stand or Viewpoint - Students might be asked to make a judgment and give reasons for their judgment. This will often involve parental discussion and input.
- Journal/Reflective writing.
- Projects or Assignments that might require research or thinking that can be done at home. **Year 10**

students can expect 1½ - 2 hours of homework each weeknight. Students are provided with diaries at Year 10 and we expect students, by this time, to be competent in their use.

Parents are asked to monitor their child's progress regularly.

Please keep this booklet as it contains useful information relevant for the year.

YEAR 10 SUBJECT SELECTION 2018

The Year 10 Subjects at PVCC comprise a strong compulsory Core and a wide selection of Elective Subjects.

Core Subject	Periods per week
English	4
Mathematics	4
Science	4
Geography (one semester each)	4
History (one semester each)	4
Christian Work Studies (one semester each)	2 *
Comparative World View (one semester each)	2 *
Sport	2.5
TOTAL	26.5

Elective Block A 4 Periods/week for the whole year	
Semester One	Semester Two
Business and Finance	Introduction to Law
OR VCE Units 1&2 (by application) Health & Human Dev OR Studio Arts OR Psychology OR Geography OR VET Music OR VET Sport and Recreation	
Elective Block B 3 periods/week per semester	
Semester One	Semester Two
French	Digital and Design Technology -
Information	Robotics
Technology	Insight Out (S2)
*Media Studies	Drama
PE Body Works	PE Fitness and Training
Art	Art
Elective Block C 3 periods/week per semester	
Semester One	Semester Two
Drama	French
*Food Technology	*Media Studies
Sustainable Earth	*Food Technology
*Technology - Wood	*Technology – Wood
Insight Out (Kickstart 3D)	Introduction to Journalism

*Only select once (Semester 1 or 2)

*Students who select 1 / 2 Geography will be required to undertake core Geography at Year 10.

CORE SUBJECT DESCRIPTIONS

ENGLISH	7
MATHEMATICS	8
SCIENCE	9
GEOGRAPHY	12
COMPARATIVE WORLD VIEW	13
HISTORY	14
CHRISTIAN WORK STUDIES	15
SPORT	15

The Core studies are discipline based and include what are well regarded as the most appropriate studies for the final year of compulsory education. At PVCC we believe that a strong Core will include the study of Language, Mathematics, Science and the Humanities. We also particularly value the faith development of our students and believe that this should guide their approach to future service and career. Physical well-being is becoming more of an issue as our society tends to become more sedentary. We provide regular opportunities for involvement in a variety of sporting activities.

ENGLISH

Introduction

Students in Year 10 are grouped according to their specific needs in order to improve their overall communication and literacy skills. The Year 10 English course is designed to further consolidate existing knowledge and skills and to continue developing the analytical and creative skills needed for VCE English, English Language or Literature. Students will be required to explore and produce work in a variety of literary genres and forms. During this year students are expected to critically appraise the language used by, and issues raised in, the media. The Year 10 curriculum consists of three strands: language, literature and literacy. The strands focus on developing knowledge, understanding and skills in listening, reading, viewing, speaking writing and creating.

Course Outline

- **Language** – Students compare text structures and language features of traditional and contemporary texts. Students develop an understanding that people’s evaluations of texts are influenced by their value systems, the context, purpose and mode of communication. Students analyse the effectiveness of a wide range of sentence and clause structures. They develop an understanding of how higher order concepts are developed through language features, like nominalization and abstraction. They will acquire a knowledge of Latin and Greek roots as a means of understanding work meanings and spelling, particularly unusual and technical words.
- **Literature** – Students will read, interpret and critically analyse three texts: a text of historical significance, a Shakespearean play and a film text. In studying these texts students will consider the significance of different historical, social and cultural contexts. Students will identify and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text. Students will create analytical and creative literary texts in response to texts studied.
- **Literacy** – Students will investigate and analyse how people, cultures, places, events and concepts are represented in texts. Students will identify values, beliefs and assumptions in texts. Students will review, edit and refine written and oral texts. Students will use a range of software to create, edit and publish texts, considering the purpose and the characteristics of the user.

Homework

Students should complete all work not finished in class and should maintain well organised notes to aid with revision of all work covered in class. At least 2 – 3 hours per week should be allocated for this and specific homework tasks and reading.

Assessment

- **Response to Literature** – A grade will be determined based on the formal essays, creative responses, comprehension exercises and assignments pertaining to the texts studied during the semester.
- **Written Literacy** – A grade will be determined based on creative, expository or persuasive written pieces during the semester.
- **Oral Literacy** – A grade will be determined based on class participation, as well as formal oral presentations to the class.
- **Language** – A grade will be determined based on the student’s ability to use vocabulary appropriate to the various tasks, to spell correctly and to apply the conventions of English grammar to all their written work. Some grammar exercises or tests may also be used in this assessment.
- **Examination** – A percentage score will be given for a 100 minute exam involving a text essay and an analysis of a persuasive media text.

Other Requirements

Students are advised to read widely to assist their vocabulary acquisition and to experience a wide range of language features. They should also read newspapers/online news in order to be aware of current issues being addressed in the media.

MATHEMATICS

Introduction

Year 10 Mathematics covers a broad range of mathematical topics designed specifically to prepare students for Mathematics courses in Years 11 and 12. The work aims to consolidate material learnt previously and give the students ample opportunity to improve their mathematical skills. Our aim is to provide a challenging and enriching course relevant and suitable for every student in Year 10.

Course Outline

Students will be grouped into four classes based on results obtained in Year 9 Mathematics. Three alternative courses will be followed: Mainstream, Advanced and Foundations Units 1 and 2. This arrangement will allow for students to attempt a course appropriate to their capabilities and provide adequate and specific preparation for a suitable subject from the VCE Mathematics courses offered in later years.

Mainstream (2 Classes)

The Mainstream course is intended as preparation for Year 11 Mathematics and will adequately prepare those students wishing to study either General Mathematics B or in special circumstances Mathematical Methods. At the beginning of the year, the students get grouped into Mainstream 1 and 2, based on their Year 9 exam results. For the majority of the year, the same topics are covered in these two classes, just at a different level. The course in Mainstream 2 later in the year becomes more specific based on what is needed for General Mathematics B in Year 11. Topics in the Mainstream course include:

- Rational and Irrational Numbers
- Algebra and Equations
- Linear Graphs
- Quadratic Equations and Graphs
- Simultaneous Equations
- Indices and Surds
- Exponential Functions
- Measurement
- Trigonometry
- Probability
- Statistics

Advanced (1 Class)

The course is intended to prepare students for Mathematical Methods and/or Specialist Mathematics. It is a course that enables us to extend our most able students further in their mathematical thinking. The topics covered will be similar to the topics in the Mainstream 1 course; however opportunity will be given for greater depth of study and for extension activities. Problem solving and higher order thinking will form the base of this group.

Foundation Mathematics Units 1 and 2 (1 Class)

This course seeks to engage students with extra practical work and activities. Key concepts are reinforced using a variety of methods. This course will provide every student with a realistic chance of success if they carry out all set tasks and participate well in class. Each area of study will be approached through practical and relevant themes.

Students will have 2 VCE units to their credit at completing foundation Mathematics Units 1 and 2.

Topics will come from the following range:

- Building and Design
- Linear Graphs
- Chance and Quality Control
- Algebra, Pythagoras
- Trigonometry
- Geometry
- Probability

Homework

Students will generally have 45 - 60 minutes of homework from each lesson. The time needed will vary depending on the set task and the student's working rate.

Assessment

Each topic will be assessed by topic tests (facts and skills and analysis tasks) and problem solving/modelling investigations. An exam will be held at the completion of each semester.

SCIENCE

Introduction

Year 10 Science develops and extends knowledge and skills across the four core disciplines of Science: Psychology, Biology, Chemistry and Physics, which have been re-modelled to meet the requirements of the new National Curriculum, as well as a number of elective topics. Each topic stream is covered for approximately a 7-8 week period by one of the four dedicated Year 10 Science teachers, with a view to providing some specialist training for students to facilitate preparation for potential VCE Science studies, as well as providing students with the opportunity to sample topics that are more specialised in nature or which allow for a more practical approach to Science.

Students will be given the opportunity to choose four Science topic units that will be taught in the four 7-8 week periods during the 2018 calendar year. In making their choices students will have to choose units from two distinct blocks. Students must choose a minimum of two and up to four units from the Compulsory Block, which consists of Psychology, Biology, Chemistry and Physics.

Students may also choose a maximum of two units from the Elective Block, which consists of Ecology and Marine Studies, Food Science, Man and Machines and Looking for Earth2.

Acceptance into each of the designated topic streams will be based upon academic results students achieved in Year 9, potential subject selections students may wish to undertake at VCE level and input from parents and individual teachers. Applications for entry into these units will be done as part of the 2018 subject selections and will be processed only after parental approval has been given on the Year 10 Subject Selection Form. Once students have selected subjects from each of the blocks, changes will only be able to be made with the approval of the Head of Science and must be signed off by parents on the relevant change of subject form.

Regardless of the discipline studied, students will be provided with a rigorous preparation for VCE study, with an emphasis on helping students develop their own framework for evaluating scientific knowledge, critiquing scientific thought and improving the way students articulate their understanding of scientific concepts. The areas of work covered contain many contentious issues and ethical dilemmas, and so an effort is made to view these issues through a Christian worldview lens, as well as others used in contemporary society.

Course Outline Compulsory

Block

Psychology

- Introduction to Psychology
- The Brain
- Intelligence
- Emotions and Communications
- Sleep and Sleep Disorders
- Psychopathology
- Diagnosis and treatment of mental disorders

Biology

- Genetics
- The nature of genes and chromosomes
- Mitosis and Meiosis
- Patterns of inheritance
- Sex determination
- Pedigrees and sex-linked inheritance
- Structure of DNA
- Gene expression
- Controlling inheritance
- Biotechnology
- Evolution theory
- Wallace, Darwin & Lamarck
- Natural selection

Chemistry

- Atomic Theory
- Structure of periodic table
- Electron shell diagrams
- Bonding
- Ionic and covalent compounds
- Polymers
- Chemical Reactions
- Writing balanced chemical equations
- Types of chemical reactions
- Mole concept
- Acids, Bases and Salt
- Chemical Safety

Physics

- Force, movement and energy
- Speed and velocity
- Acceleration and force
- Distance and displacement
- Measuring Speed
- Newton's Laws of Motion
- Impulse and Momentum
- Kinetic Energy

Elective Block

Ecology and Marine Studies

Water covers the majority of the world's surface. A vast array of creatures interact in fascinating ecosystems in the world's freshwater and marine environments. This unit will seek to explore how marine organisms interact with their surrounding environment and with each other and the complexity of life in dams and the ocean. This will be done through an examination of units of work on:

- The ocean as a habitat
- Biotic and abiotic factors affecting marine ecosystems
- Producers - phytoplankton, algae and sea grasses
- Mangroves and estuaries
- Fish anatomy- gill structure/function
- Ocean Diversity
- Adaptation of selected marine organisms
- Whales and navigation

Food Science

It might not seem like it but foods are chemicals and the way in which foods are developed, farmed, managed and packaged for our consumption forms a whole sphere of Science in its own right. As such this unit will give students an insight into the nature of food itself and how it gets to our dinner tables through examination of units of work on:

- The main components of food
- How the structure of various molecules change upon cooking or other preparative techniques
- Methods of preserving food and history of preserving
- Hygiene in food preparation
- Food packaging, spoilage and poisoning
- How our diets have changed over time
- Food being used as medicines

Pathology and Disease

This unit looks at the impact of disease and the importance of health in society in both a local and global context. It will provide students with the opportunity for further research into more specific aspects of global health and disease, as well as an examination of issues such as:

- What is Pathology?
- What is our bodies' response to invading organisms?
- Microorganisms and how they cause disease
- Pathogens, parasites, infections, endemics and epidemics
- Non-infectious medical conditions, including heart disease and allogens
- How to remain healthy.
- Disinfecting

Human Technology

Over many centuries humans have been developing machines and devices to help make everyday tasks easier. This unit will allow students to look at what machines can do, how some machines are there to help us work and some are there to protect us. They will look at the scientific principles upon which they are based. Being a very practical unit, this stream will introduce students to ways in which both simple and complex machines operate, how vehicle designs have many safety features and how electronic components work together. Students are given the experience of constructing and/or designing a number of devices of their own or with a project group. This will be done through an examination of units of work on:

- Simple machines
- Mechanical advantage of machines
- Levers
- Construction of trebuchets
- Vehicle safety devices
- Seatbelts, Airbags, Crumple zones and Passenger compartment
- Egg Drop Experiment
- Electronic circuits
- Simple electronic devices
- Red and Green LED Flasher Kit

Looking for Earth 2

Human effects on the climate of our planet may lead to the need of a new home, EARTH 2. This will not be an easy task, what with the vastness of space and the limits of space travel. This unit looks at the global issue of climate change and the formation and structure of the Universe. What are the causes of climate change and the effects we can expect from it? (Is canal front property on the Gold Coast a good investment?) If we are going to have to find a new planet then where should we look? The Universe is larger and more complex than we have previously understood. To find a new home we have to know where to go, which stars to explore and how to get there. Students will investigate the formation and structure of the Universe, the types and features of stars and galaxies and our methods of investigating the cosmos. This will be done as an examination of issues such as:

- Cycle in Nature: Carbon, Water, Nitrogen
- Human effects on Natural Cycles
- Climate Change
- Effects on Biodiversity
- Ozone Depletion
- The Big Bang
- Stellar Evolution
- Structure of Stars
- The Expanding Universe
- Space Travel

Homework

Homework for Science should amount to about 2 hours per week and should include time devoted to reviewing weekly work as well as completing set homework tasks, including homework questions, practical reports, assignments and projects. There is also an expectation that students periodically collect scientific articles and critique these. Students will also need to factor in additional time required to prepare for examinations at the end of each semester.

Assessment

To satisfactorily complete each Science elective students must obtain a satisfactory grade in all assessments. A grade A+ - E is given based on the standard of work submitted, which may include:

- Collection and critique of scientific literature
- Tests
- Semester Examinations
- Class homework questions
- Projects & Investigations
- Practical Activities

GEOGRAPHY

Introduction

The coasts of Australia are special places for holidays and recreation. The ocean has always entranced humans. In Year 10 Geography students answer questions like: How are waves created? How does the moon affect tides or what is the Great Pacific Garbage Patch?

Students will explain the processes that shape the coastlines and the changes that are occurring to coastal environments and their effect on human settlements. Students also gain a greater understanding of human impact on the coast and the methods used to sustainably manage it.

The second unit is Human Well-being. In this unit students study the reasons for spatial variations between countries using Africa as a case study. Students explore the continent's unique characteristics, environments, and climates. Well-being indicators that students particularly target are access to clean water, sanitation, medicine, education and safety. Students investigate programs designed to reduce the differences in well-being and the role of non-government organisations in improving well-being for the African people. Students collate data and develop their skills, mapping the major physical and human features of Africa. They investigate the impact of the large tourist trade in East Africa and its impact on the culture of the people. They write their own management proposal for the use of the coastal reefs and game reserves by tourists in Kenya.

Course Outline

Coastal change and management

- Why do tides come in and out twice a day?
- Why is there better surf at some beaches?
- How do currents affect our climate?
- What management challenges do coastal residential areas pose?
- How does human activity and natural processes change the coast?

Human Well-being in Africa

- How are poor water supplies and lack of sanitation affecting the people?
- In what ways do African living standards differ from Australia?
- How are rich tourists degrading the animal reserves?
- How are war and drought impacting the well-being of African people?
- How do Aid organisations improve well-being?

Homework

The major research work is to investigate coastal issues and propose management options for sustaining coastal systems in the future.

Responses to articles on current issues in African wellbeing will be completed at home.

Assessment

- A major research project on a particular area of coastal management.
- An overlay map of Africa showing both man-made and environmental features.
- Student responses to articles on particular African wellbeing issues.
- A management proposal for Game reserves and coastal areas of Kenya. The final grade will be comprised of:

▪ Research work	20%	▪ Homework	20%
▪ Class book	20%	▪ Exam	40%

RELIGION AND SOCIETY, UNIT 1

Introduction

At Plenty Valley Christian College, students explore the questions and life expressions that shape religious identity and how the different aspects of religious belief systems shape each other. This class helps students identify the common structures shared by different systems of religious belief. Students focus on how different belief systems have an internal consistency about them, and how those belief systems have social and/or ethical consequences which, in turn, have an impact on Australian society.

Students learn to identify the eight common aspects of religious expression as indicated by VCE. The unit surveys the world view of modern consumerism, Atheism, Judaism, Christianity, Hinduism, Islam and Buddhism according to the 'eight aspects.' Some attention is also paid to different trends in modern society (eg, such as feminism, the impact of technology on religion, etc).

Course outline

The course identifies the 'eight aspects' of religion as

- Beliefs
- Rituals
- Spaces, Places, Times and Artefacts
- Sacred Stories
- Sacred Texts
- Ethics and Codes of Behaviour
- Experience and Spirituality
- Social Structures
- Symbols

As the capstone course for Christian Education at Plenty Valley Christian College, this course is required of all Year 10 students.

Assessment

Assessment for Term 1 consists of a real-life experiment which involves the changing of personal life patterns and an in-class written reflection. Term 2 involves a written exam based on a church service evaluation, either visited in person or watched online. Term 3 and 4 involve a written exam as well, based on the eight aspects of different religions, religious movements or cultural trends in society which have a significant impact on religious belief in Australia.

Other assignments are included throughout the year, but are subsidiary to the summative exams.

Outcome	Marks	Task
The students should be able to discuss the nature and purpose of religion and explain the aspects of religion	30	One or more: <ul style="list-style-type: none"> ▪ Interview notes ▪ Church service film evaluation ▪ In-class written exam
The students should be able to discuss the changing roles and influence of religion in society	30	One or more: <ul style="list-style-type: none"> ▪ In-class written response/exam
The student should be able to discuss the present of religion in Australia, past and present	40	For Outcome 3 one or more: <ul style="list-style-type: none"> ▪ Project/Report
Assessment item	Contribution to final grade	
Outcome 1 Assessments	30%	
Outcome 2 Assessments	30%	
Outcome 3 Assessment	40%	

HISTORY

Australia: 1918 to Present

Introduction

Year 10 History focuses on the key events and people movements of the tumultuous twentieth century. We begin by examining the rise of Adolf Hitler and the Nazis in Germany in the 1920s and 1930s and how this led to World War 2. We then focus on the impact of World War 2 on Australia. We move on to looking at the idea of human rights, with an in-depth study on the African-American and Australian Aboriginal civil rights movements of the 1950s and 1960s. Following this, we study the great changes that popular culture underwent in the post-war era, closely examining the impact of television, radio and the Internet on modern Australian culture and society.

Course Outline

- What is History? Who writes it and why?
- What were the significant events and key features of the inter-war years?
- How did the nature of global conflict change during the 20th century?
- How has Australian society been affected by other significant changes during the 20th century?

Depth Studies (each amounting to 30% of the course):

- World War Two and Australia's involvement *1939-1945*
- Rights and Freedoms of Indigenous people in Australia *1945-Present*
- Popular Culture *1945-Present*; including music, film and sport

Homework

- Regular completion, revision and summarising of notes
- Completion of work requirements.

Assessment

Assessment will include a selection of the following:

- Document analysis
- Oral presentation.
- Research project and related biography of influential person.
- Tests
- Essay
- Film study

CHRISTIAN WORK STUDIES

Introduction

This subject is designed to empower students to explore practical aspects of their lives and decision making. The issues and challenges of forming a Biblical foundation for an ongoing personal Christian faith are the major foci of this course. Areas of significance to the choice of a future career path are taught: resume writing, job application and interview skills. Practice assignments, including Work Experience and specific career research skills are completed. Goal setting, time management, self-motivation and self-esteem issues are explored.

Students are encouraged to consider their own personal responses as emerging adults with a future contribution to make.

Course Outline

Portfolio Preparation: Students develop electronic resumes, job application letters and interview portfolios.

Work Exploration: Students discuss and examine the world at work by reflecting on questions such as: What is work? What does work involve? And why do people work?

Students also participate in practice job interviews.

Work Experience: Students complete one week of Work Experience in the work force. Students prepare themselves for Work Experience by examining Occupational Health and Safety and Harassment in the Workplace. Students evaluate their experience in the workplace, examining a range of issues including workplace organisation, skills and activities performed and occupational health and safety.

Career Exploration: Students consider their career pathways options and identify the training and educational requirements for their chosen pathways.

Personal Issues: Students explore and reflect on their own ideas of what constitutes a 'good life', and the impact that their own 'worldview' will have on their decision making into the future.

Homework

- Completion of all class work and assignments

Assessment

- Research assignments
- Oral presentations
- Personal reflections
- Supervisor assessment of work experience and practice job interviews.

SPORT

Introduction

The benefits of teenagers participating in regular physical activity have been well documented. Involvement in a regular team competition develops a range of skills within a particular sport as well as commitment to team-mates and the discipline of playing a particular position.

Consequently students will have the opportunity to participate in House Sport in swimming, athletics and cross country events and to represent their school in both summer and winter competitions in the Eastern Independent Schools (Melbourne) Competition.

Successful students in the House Swimming, Athletics and Cross Country Carnivals will go on to represent Plenty Valley Christian College at various EISM Carnivals.

Sport is held on Wednesday afternoons (periods 5 and 6) and is a combined Year 10-12 program.

Course Outline

Term 1

- EISM Competition (summer season)
- House Swimming Carnival
- EISM Division and Champions Swimming Carnivals
- House Athletics Carnival

Note: the House Swimming and Athletic Carnivals are compulsory attendance events.

Sports played in the EISM Summer competition are:

- Boys – Cricket, Volleyball, Tennis, Hockey
- Girls – Softball, Volleyball, Tennis, Soccer

A Development Squad is available for those students who are not selected in EISM teams and includes a social badminton competition.

Terms 2 and 3

- EISM Division and Champions Athletics Carnivals
- House Cross Country Carnival and EISM Cross Country Championships
- EISM Competition (winter season)

Sports played in the EISM Winter competition are:

- Boys – Football, Basketball, Soccer, Table Tennis
- Girls – Hockey, Netball, Basketball, Table Tennis

A Development Squad is available for those students who are not selected in competition teams and consists of a variety of school based and off campus activities.

Term 4

A Social Dance unit at PVCC with external instruction.

Other Requirements

- Correct College sports uniform must be worn to all lessons/training and matches
- Students will be expected to purchase a small amount of required sports safety equipment and/or uniform for their chosen sport.
- Where possible the College will lend out team sport tops. It is student's responsibility to care for, launder and repair these uniforms. If a sport top is lost the student will be charged a \$50 replacement fee.

ELECTIVE BLOCK A

4 PERIODS/WEEK

Students select two semester units per year

BUSINESS AND FINANCE.....	18
INTRODUCTION TO LAW	19
VCE GEOGRAPHY.....	20
VCE HEALTH AND HUMAN DEVELOPMENT	21
VCE PSYCHOLOGY	22
VCE STUDIO ARTS.....	23
VET MUSIC.....	25
VET SPORT AND RECREATION – CERT II	26

These Electives have a larger time allocation to allow students to focus more meaningfully on an area of potential interest. Students need to be aware that their VCE choices will not be negatively affected by their choice of Elective. The goal of these electives is to strengthen and support the purpose of, and pathways offered by the College.

The availability of these elective classes is subject to staffing restrictions and student selections.

- Entry into a Unit 1 / 2 VCE subject requires a B average in Year 9.
- Students must apply by completing an application to undertake an accelerated subject form.

BUSINESS AND FINANCE

Introduction

Have you ever considered running your own small business? Small business has been described as the engine room of the Australian economy. There are one million small businesses in Australia, and eighty percent of Australians work in small business.

In Year 10 Business we investigate why people go into business and appreciate the characteristics of a successful entrepreneur or business person.

Business and Finance will be studied from a Christian perspective. Stewardship, transparency and appropriate ethical business practices will be emphasised.

Course Outline

Students will learn how to:

- Choose the right business structure
- Buy into an existing business, buy a franchise or start from scratch
- Register their business and protect their business and domain name
- Register for taxation
- Find out about licenses, laws and permits
- Choose the right location and premises
- Insure and protect their business
- Develop a practical business and marketing plan for their business
- How to deal with banks and other providers of financial services

Homework

Students will be required to complete a number of homework exercises throughout the semester including a number of case studies and problem solving exercises.

Assessment

- Research assignments
- Case studies

INTRODUCTION TO LAW

Introduction

Why do people break the law? What happens when a person is arrested? What is it like to be in prison?

In Year 10 Introduction to Law we investigate what is a crime, types of crime including murder and other offences. In relation to a number of well-known Australian and international cases students will learn about police processes and investigations, including forensic techniques and bringing suspects to justice. Year 10 Introduction to Law examines court jurisdictions in Victoria, what happens in a courtroom, jury selection and operation. The class will have an opportunity to design and conduct their own mock trial.

Students will investigate various types of criminal punishments and the effects of sanctions on prisoners. Students will also use case studies to investigate differences between the criminal and civil law.

Introduction to Law will be studied from a Christian perspective in that it is each individual's responsibility to obey the law of the land but also to be aware of, and question injustices within society.

Homework

Students will be required to complete a number of homework exercises throughout the semester including a number of case studies and problem solving exercises.

Assessment

- Research assignment
- Case Study
- Internet research project

VCE GEOGRAPHY

Introduction

This study is designed to enable students to:

- Develop a geographic perspective;
- Understand and apply spatial concepts of location, scale, distance, distribution, region, movement, spatial change over time, spatial association and spatial interaction;
- Acquire knowledge of the interaction and interdependence of natural processes and human activities, including attitudes and values that influence decision making in relation to geographical issues and questions;
- Develop a knowledge of the Earth's resources;
- Develop and apply skills of observation, data collection, analysis, explanation, synthesis and evaluation from both primary and secondary sources;
- Acquire and apply the skills and techniques needed to conduct geographic study and enquiry: map work, including digital maps; fieldwork; information and communications technology (ICT), including geo-spatial technologies;
- Communicate information effectively and as appropriate to the task and audience, in a variety of ways.

Course Outline

<p>Unit 1</p> <p>Natural Environments</p> <p>Investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments</p>	<p>Unit 2</p> <p>Human Environments</p> <p>Characteristics of human environments are developed by human activities and their interactions with natural environments. Human environments are significant and dynamic. They can be changed in the long or short term by advances in technology, individual and organisational decisions, as well as by natural and human processes and events.</p>
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Students who are interested in taking one of these VCE studies in Year 10 must apply using the Expression of Interest form. Please note there are only a few places available, and only very able students with a clear record of very high achievement, good organisation and a regular commitment to their homework will be considered.

VCE HEALTH & HUMAN DEVELOPMENT

Introduction

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work.

Aims of Subject

This study is designed to enable students to

- develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;
- develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
- develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioral factors, as well as physical and social environments;
- critically examine health and human development from an individual, community, national and global perspective;
- develop an understanding of the interdependencies between health, human development and sustainability;
- identify, develop and evaluate behaviors and strategies that promote health and human development;
- analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

UNIT 1

On completion of this unit, students should be able to describe the dimensions of, and the interrelationships within and between, youth health and individual human development and analyse the health status of Australia's youth using appropriate measurements. Students should be able to describe and explain the factors that impact on the health and individual human development of Australia's youth, outline health issues relevant to Australia's youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

UNIT 2

On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development during the prenatal, childhood and adulthood stages of the lifespan.

Students who are interested in taking one of these VCE studies in Year 10 must apply using the Expression of Interest form for taking an accelerated VCE subject. Please note there are only a few places available, and only very able students with a clear record of very high achievement, good organisation and a regular commitment to their homework will be considered.

VCE PSYCHOLOGY

Introduction

This study is designed to enable students to:

- understand the historical development of psychology and the contemporary status of psychology as a field of study.
- understand the ways that biological, behavioural, cognitive and socio-cultural perspectives are used to organise, analyse and extend knowledge in psychology.
- understand, compare and evaluate psychological theories and concepts.
- communicate psychological information, ideas and research findings.
- understand the application of psychology in personal, social and organisational contexts.
- critically examine psychological challenges that arise in their own environment and across their own lifespan.
- develop an inquiring and critical approach to alternative opinions and explanations.
- develop the ability to use evidence to justify beliefs.
- develop skills in scientific inquiry and investigation.
- understand and apply ethical principles that govern the study and practice of psychology.

Course Outline

<p>Unit 1</p> <p>Introduction to Psychology</p> <p>Students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. They explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.</p>	<p>Unit 2</p> <p>Self and Others</p> <p>Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories. In this unit students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.</p>
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Students who are interested in taking one of these VCE studies in Year 10 must apply using the Expression of Interest form. Please note there are only a few places available, and only very able students with a clear record of very high achievement, good organisation and a regular commitment to their homework will be considered.

VCE STUDIO ARTS 1

Drawing, Illustration, Painting and Printmaking Introduction

This Arts course will develop students' skills and knowledge of:

- A wide range of drawing and illustration techniques, processes, materials and surfaces;
- A wide range of painting techniques such as impasto, glazing and painting materials, acrylics and water colours;
- Lino printing techniques, processes, materials and surfaces;
- Composing drawings, illustrations, paintings and prints using innovative approaches to ideas;
- To identify, analyse and interpret the works of visual artists;
- Appreciate artworks from various cultural and social groups through history;
- Terminology of visual arts, principles and elements.
- The Visual Arts Elective runs each semester.
- Students may take either or both Visual Arts subjects.
- Students considering taking Studio Arts in VCE are strongly urged to take both courses.

Course Outline

Students will be able to:

- Make and present drawings, illustrations, paintings and prints which explore complex ideas, issues and feelings;
- Demonstrate skills and techniques, using a range of processes, to structure and present art works appropriate to chosen styles and forms;
- To identify, analyse and interpret artworks and discuss responses to these works;
- Demonstrate an informed understanding of the visual arts of different social and cultural groups, enabling them to demonstrate a sense of histories and traditions.

Homework

On a regular basis students will work on the following tasks:

- Research for folio and theory
- Completion of folio pieces
- Contribute to their workbook (Visual Arts Diary)

Assessment

- Workbook (Visual Arts Diary)
- Drawing and Illustration Folio
- Painting Folio
- Printmaking Folio
- Theory

Students who are interested in taking one of these VCE studies in Year 10 must apply using the Expression of Interest form. Please note there are only a few places available, and only very able students with a clear record of very high achievement, good organisation and a regular commitment to their homework will be considered.

VCE STUDIO ARTS 2

Digital Art, Drawing, Printing and 3D Art Introduction

This Visual Arts course will develop students' skills and knowledge of:

- Photoshop/Paintshop, digital photography, printing & 3 dimensional
- A range of techniques, processes and materials.
- Composing artworks using innovative approaches and ideas.
- Identifying, analysing and interpreting the works of visual artists.
- Appreciation of artworks from various cultural and social groups through history.
- Terminology of visual arts, principles and elements. The

Visual Arts Elective runs each semester.

- Students may take either or both Arts subjects.
- Students considering taking Studio Arts in VCE are strongly urged to take both courses.

Course Outline

Students will be able to:

- Present artworks which explore complex ideas, issues and feelings.
- Demonstrate skills and techniques, using a range of processes to structure and present artworks appropriate to chosen styles and forms.
- To identify, analyse and interpret artworks and discuss responses to these works.
- Demonstrate an informed understanding of the visual arts of different social and cultural groups enabling them to demonstrate a sense of histories and traditions.

Homework

On a regular basis students will work on the following tasks:

- Research for folio and theory
- Completion of folio
- Workbook (Visual Arts Diary)

Assessment

- Assessment Tasks
- Folio of Artworks
- Workbook (Visual Arts Diary)
- Theory

Students who are interested in taking one of these VCE studies in Year 10 must apply using the Expression of Interest form. Please note there are only a few places available, and only very able students with a clear record of very high achievement, good organisation and a regular commitment to their homework will be considered.

VET MUSIC – CERT III

Introduction

Year 10 Music at PVCC gives our students the opportunity to commence a Cert III qualification. It is a two-year course (and must be chosen for both semesters in Year 10). Year 10 Music offers Year 1 of the certificate and provides our students with a valuable opportunity to gain a qualification and contributes up to two units towards their VCE. The Certificate III in Music is a diverse qualification which caters well for many streams of student interest:

- Performance
- Critical listening
- Music Management
- Music Promotions
- Media
- Computer related technology & software
- Audio (recording & mixing)
- Group Management

With additional training and expertise, potential employment outcomes may include band member, songwriter, arranger, promoter, studio teacher and performer.

The total number of units required for this two year qualification is 14, including three compulsory and five elective subjects from Units 1 and 2, (Year 1) and six compulsory subjects from Units 3 and 4, (Year 2).

Successful completion of this VCE VET program means students are eligible for the CUS30109 Certificate III in Music and recognition of up to three units at Units 1 and 2 level, and a Units 3 and 4 sequence (if completed at a later date, eg in Year 11 or post PVCC). While the course focuses largely on the popular music industry, it is completely appropriate and relevant for students with a classical or jazz orientation, and for those who plan to use their musical gifts for Christian ministry.

Course Outline

The experience gained through studying the Performance and Musicianship modules prepare students for further VCE Music Performance studies at PVCC.

Students are required to receive weekly lessons on their chosen instrument.

The course is flexible and providers can structure the course to suit individual needs. Some modules require written homework, visiting workers within the music industry, and witnessing performances in varied performance venues.

Year 1	Units of Competency	CORE
BSBWH201	Contribute to health and safety of self and others	
CUACMP301	Implement copyright arrangements	
CUAIND303	Work effectively in the music industry	
CUAMLT302	Apply knowledge of style and genre to music industry practice	
Year 1	Units of Competency	ELECTIVES
CUAMPF304	Make a music demo	
CUAMPF3203	Develop ensemble skills for playing or singing music	

Assessment

Assessment is linked to the learning outcomes of each module and is designed to be competency based. Some competencies are assessed in the classroom, but others require work-place or simulated work-place assessment. Assessment could be through:

- Observation/observation complemented by questions
- Demonstration and questioning
- Pen and paper tests
- Aural tests
- Projects

VET SPORT AND RECREATION – CERT III

Introduction

The Certificate III in Sport and Recreation course at PVCC is a whole-year course (it *must* be chosen for both semesters). This program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.
- Possible employment outcomes may include support in the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.
- Students will participate in a variety of units covering sports training, sports coaching, basketball skills, netball skills, football skills and will learn about how the body reacts to exercise.

Course Outline

The full Certificate III is a two year program. At this stage, only Units 1 and 2 will be offered at PVCC in Year 10. Depending on numbers, Units 3 and 4 may be offered in 2018 at PVCC. If this does not occur, students may consider completing the Certificate by undertaking Units 3 and 4 at a local VET provider (NCAT) during Year 11 or Year 12 on Wednesday afternoons. Units 3 and 4 with scored assessment will contribute one VCE sequence at Unit 3/4 level.

SIS30115 Certificate III in Sport and Recreation - Units 1 and 2

Units of Competency:

BSBWOR301	Organise personal work priorities and development	30
HLTA1D003	Provide first aid	18
HLTWHS001	Participate in workplace health and safety	20
ICTWEB201	Use social media tools for collaboration and engagement	20
SISXCA1003	Conduct non-instructional sport, fitness or recreation sessions	20
SISXCCS001	Provide quality service	25
SISXEMR001	Respond to emergency situations	18
Nominal Hours for Units 1 and 2		151

Elective Units:

Minimum of two electives (minimum 30 hours)

SISXIND006	Conduct sport, fitness or recreation events	55
SISSOF101	Develop and update officiating knowledge	15

Assessment

Assessment is linked to the learning outcomes of each module and is designed to be competency based. Some competencies are assessed in the classroom, but others require work-place or simulated work-place assessment. Assessment could be through:

- Observation
- Demonstration and questioning
- Pen and paper tests
- Projects
- Simulations (computer or role-playing)
- Portfolios
- Computer based assessment

ELECTIVE BLOCK B

3 PERIODS/WEEK

Students select 2 Electives

ART.....	28
DIGITAL AND DESIGN TECHNOLOGY - ROBOTICS	29
DRAMA.....	30
FRENCH.....	31
INFORMATION TECHNOLOGY.....	32
INSIGHT OUT (S2)	33
MEDIA STUDIES.....	34
PE BODY WORKS.....	35
PE FITNESS AND TRAINING.....	36

The availability of these elective classes is subject to staffing restrictions and student selections.

ART

Introduction

In Semester 1, the Year 10 Visual Arts students have been working towards, evaluating how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks. Students are required to keep a record of work in their Visual Arts Diary and create and make a Folio of Artworks.

Course Outline

The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, crafts people and designers
- Visual arts as social and cultural practices
- Industry as artists and audiences confidence, curiosity, imagination and enjoyment
- A personal aesthetic through engagement with visual arts making and ways of representing and communicating

Assessment

- Workbook – the Visual Art Diary
- Folio of Artwork
- Written response to artwork and gallery visits

DIGITAL AND DESIGN TECHNOLOGY – ROBOTICS

Introduction

This course has an inquiry focus where students will be asked to solve a real world problem using a range of design and digital technology knowledge and skills. Students will learn about the components of digital systems including hardware, software and networks and their use. They will also learn how data can be represented and structured symbolically. As part of their studies in this course students will assemble a robot and then program their robot to solve a set task. They will need to develop a preliminary specification for a problem or need that has been set, and develop a solution that is optimized for reliability.

Course Outline

- Component ID test
- Dance
- Code samples
- Solve maze
- Dance evaluation
- Maze evaluation

Homework

- Revision on new concepts and skills taught in class
- Students will be encouraged to undertake additional research outside of class and trial a range of different options to solve aspects of the problem they need to solve.

Assessment

Students will be assessed several times throughout the course with all assessment leading towards a final task at the end of the course. Most assessments are done in pairs, and peer review will form part of their final evaluation.

DRAMA

Introduction

The joy inherent in imagining, creating and expressing ideas and emotions is both a quality of God's character and His gift to us.

This elective is suitable for students who are interested in the performing arts as a future career or would like to be involved with writing, directing, managing a team and public speaking. Students need to be comfortable in using their voice and body as a medium of self-expression and enjoy engaging with an audience.

The Drama elective runs each semester.

- Students may take either or both Drama subjects.
- Students considering taking Drama in VCE are strongly urged to take both courses.

Drama 1 – Semester 1

Students are given the opportunity to develop their performance and improvisation skills and to enrich their understanding of both verbal and non-verbal communication. They are also encouraged to familiarise themselves with drama terminology, and be able to use it correctly. One of the exciting opportunities in Year 10 drama is to explore the rich world of the Dramatic Elements and Absurdism. Practical classes also encourage the development of students' confidence and positive relationships between their classmates.

Drama 2 – Semester 2

Students will explore both Greek Theatre and the History of Australian theatre. Students will also study Stanislavsky and his techniques and contrast them to the Non-naturalism of Grotowski thus giving them great preparation for VCE.

Course Outline

- Development of performance skills through a variety of improvisation games and script work;
- Script analysis;
- Performance analysis.
- Interpreting Absurdism
- Exploring the Dramatic elements
- Introduction to Non-naturalism

Homework

The journal must be kept up to date. Extra rehearsal and the memorisation of lines for performances will need to be done at home.

Assessment

- Drama Journal – analysis tasks;
- Active participation in weekly practical classes;
- Group performance pieces/script writing

Other Requirements

All students will be expected to participate actively in all workshops and to ensure their interaction with classmates is constructive and positive.

FRENCH

Introduction

Students with ability or interest in a foreign language are strongly encouraged to undertake the study of French. Students will have the opportunity to develop contacts with Francophone speakers and use what they are learning in a very practical way of exchange. A major focus of the classes is on oral proficiency - students will be able to talk what they learn. Classes are very interactive and role play is extremely important.

There are many positive advantages to be had apart from French language skills;

- Increased cultural awareness,
- Travel and career opportunities,
- Better understanding of the structure of the English language, and
- Bonus marks for the VCE ATAR score.

With greater vocabulary depth and understanding of the verbal structures, students will begin to use French in greater depth, orally and in written form. They will do enjoyable projects, take an excursion, perform in role plays and participate in other practical exercises. Cultural experiences (in class, via media, travel, etc) will enable students to become more aware of God's amazing plan for His people across the world through language, culture and race.

Course Outline

Topics covered include:

- Family
- Clothes and Fashion
- Sport
- Food and healthy lifestyle
- Travel

Homework

Homework will include:

- Finishing class work
- Assignment work

Assessment

- Projects
- Role plays
- Ongoing testing and an examination each semester
- Oral and written correspondence with Francophone contacts

*Please note that this is a **whole year course** that would need to be selected in **elective Block C** for **Semester 2**. A minimum of eight students is needed for this class to run.*

INFORMATION TECHNOLOGY

Introduction

The purpose of this subject is to develop to a high level, the students' ability to use the technology they will be faced with as they enter the work force. Students will explore a range of software types including database, spreadsheet, word processing, desktop publishing and HTML editing programs. Students will develop independence in their use of hardware and software.

This course provides an appropriate preparation for Information Technology courses in the VCE.

Course Outline

- Formatting information to improve appearance and meet the needs of specific audiences.
- Exploration of how computers "think" and the history of how they were invented.
- Advanced spreadsheet use including basic problem solving skills
- Purposes and use of database technology
- Using HTML to create a web page from scratch

Assessment

- Formatting to satisfy different audiences
- Large problem solving spreadsheet task
- Database tasks
- Presentation on the development of computer technology
- Web authoring task

INSIGHT OUT

Introduction

This Elective provides an opportunity for students who are interested in 'looking in and looking out'. In other words, deepening their understanding of God and themselves in their own faith journey and then learning about some of the possibilities of their response within our community and the world.

Often for students who choose to participate in the Mission Awareness Tour (although this is not a prerequisite) this subject then provides a 'place' to process their experiences and to consider what they may wish to do to offer ongoing or particular support for these communities. There is an emphasis on developing leadership and providing opportunities for students to pursue their own particular interests within this sphere, both individually and in groups. Students are provided with the opportunity and training to propose, plan and manage a major project within our school community and beyond. Students will learn about God's imperative for His followers to help the poor and marginalised and to look for ways in which they can be involved.

We will be studying the lives of some key 'leaders' of The Old Testament, as examples of God's interaction with us and leadership in following God. In addition, there is much communal sharing, prayer and praise and a chance to think about how we can know each other and God better.

Excursions and hands on experiences combine with discussion and critical thinking in developing a biblical worldview and increasing the student's understanding of what it means to: 'love the Lord our God with all our heart, mind, soul and strength and to love our neighbour as ourselves.'

Course Outline

- What is God like? How can we know Him?
- Who am I? Where am I with God?
- What is the world like?
- How should we respond to the needs of the world?
- What can we do to help?
- What would I like to find out more about?

Learning Outcomes

- Bible knowledge
- Project management skills
- To develop a passion for investigating themes and ideas about faith, using the Bible well, and respecting a biblical worldview.
- To develop self-awareness, self-respect and respect of others in a team setting.

Assessment

- Bible study / oral presentations /devotions
- Research on an issue or aspect of faith of student's own choice
- Presentation of findings: portfolio/poster/power point/installation
- Contribution to class discussion/team work
- Project proposal/ management/evaluation

Students may choose to undertake the Certificate III in Christian Ministry and Theology by taking Insight Out in both Semesters.

MEDIA STUDIES

Introduction

This course examines a range of multimedia tools that will ultimately allow the student to demonstrate their understanding of how to utilise these tools by creating a promotional DVD for the College. The course is designed to help students look at the many aspects of how to utilise media to promote our College and showcase the things that make us unique. It is intended that the DVDs produced by the students be utilised to promote the College.

Course Outline

- The use of Publisher
- Editing Techniques (Pinnacle Studio 16)
- Using a Digital Video camera and a Go Pro camera (capturing video while moving)
- DVD production
- Photography (includes using a digital SLR camera)

Learning Outcomes

Minor outcomes -

- Classroom photography and Publisher display
- Action, portrait, close-up and landscape photography
- Functions and features of the GoPro camera
- Functions and features of a video camera Major

outcome -

- Final DVD

Homework

Much of the class time in this course is spent on practical production techniques leaving most of the homework time devoted to the completion of written notes.

Assessment

- Bookwork
- Publisher display
- Range of photos
- Editing techniques
- Video camera footage
- GoPro footage
- Final video production

Introduction

In Year 10 Bodyworks, students learn to apply more specialized movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students will undertake a study of the major body systems that underpin exercise, including the development of knowledge of the structure and basic function of the skeletal, muscular and cardio-respiratory systems. Students participate actively in a variety of sports and physical activities, using this practical experience to analyse activity to develop a working understanding of the inter-relationship of the systems powering movement. Students are expected to use key terminology to accurately describe and explain important fundamental physiological concepts. Students study a number of concepts underlying VCE Physical Education and apply them to practical settings.

Course Outline

Body Systems

The body and its systems- Focuses on the function of the skeletal, muscular, circulatory and respiratory systems. It also looks at the integration of these systems and how they respond during physical activity. During this unit there are a number of practical and ICT activities that the students will undertake to explore these topics.

Develop, Implement and Evaluate Personalised Plans

During this unit students will develop and implement movement strategies to address a number of scenarios. Students will also be required to develop, implement and evaluate a personalised plan designed to target a specific area in the musculoskeletal system.

Homework

It is expected that the regularly set homework is completed to a high standard.

Assessment

- Practical participation
- Written reports
- Topical tests
- Training program

Other Requirements

- Practical participation – to attain satisfactory completion of this subject over 90% attendance and positive participation in practical classes is required.
- Uniform – Correct and complete sports uniform must be worn for practical sessions.
- Non-participation in practical work – A note that is written, dated and signed by parent/guardian is needed to excuse a student from practical work.
- Excursions – Only official College permission forms will be accepted for excursions.
- Workload – It is expected that students complete all assessment tasks, read widely and revise regularly. Students must complete all assessment tasks to satisfactorily complete this subject.

PHYSICAL EDUCATION – FITNESS AND TRAINING

Introduction

In this unit, students will analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students will study a range of factors that impact on lifetime participation in physical activity and will look at the important role of the community in promoting active lifestyles. Students will be required to design, implement and reflect on a training program that was developed to meet a range of specific requirements. This course will provide an excellent basis for VCE Physical education.

Course Outline

Factors that affect participation and performance in Physical Activity and Sport

This unit focuses on the factors that affect participation and performance in different sports and physical activity. It looks at physical activity in the local community and technological advancements in sport. They look at how sports have changed over the years due to technology, focusing on the positive/negative changes. If time permits, students will look at how technology can be used in Physical Education and Sport.

Analyse the Impact of a range of Factors on Movement Sequences

Students will use their knowledge of body systems to consider the impact of factors such as space, time, objects and people when composing and performing movement sequences.

Fitness

During this unit students will study a range of different fitness components including endurance, flexibility, power and strength.

Training

During this unit students will investigate, design, implement and reflect on a range of training programs developed to meet a range of specific requirements such as cost, time and existing fitness levels.

Homework

Students will be expected to regularly complete set homework tasks. This may include participating and recording physical activity.

Assessment

- Practical participation
- Written reports
- Topic tests
- Training program

Other requirements

- Practical participation – to attain satisfactory completion of this subject over 90% attendance and positive participation in practical classes is required.
- Uniform – Correct and complete sports uniform must be worn for practical sessions.
- Non-participation in practical work – A note that is written, dated and signed by parent/guardian is needed to excuse a student from practical work.
- Excursions – Only official College permission forms will be accepted for excursions.
- Workload – It is expected that students complete all assessment tasks, read widely and revise regularly. Students must complete all assessment tasks to satisfactorily complete this subject.

ELECTIVE BLOCK C

3 PERIODS/WEEK

Students select 2 Electives

DRAMA	38
FRENCH	39
FOOD TECHNOLOGY	40
INSIGHT OUT (KICKSTART 3D).....	41
INTRODUCTION TO JOURNALISM.....	42
MEDIA STUDIES.....	43
SUSTAINABLE EARTH	44
TECHNOLOGY WOOD.....	45

- **Drama** may be selected for **ONE** or **TWO Semesters**.
Students considering taking **Drama** in VCE are strongly urged to take both courses.
- **Visual Arts** may be selected for **ONE** or **TWO Semesters**.

The availability of these Elective classes is subject to staffing restrictions and student selections.

DRAMA

Introduction

The joy inherent in imagining, creating and expressing ideas and emotions is both a quality of God's character and His gift to us.

This elective is suitable for students who are interested in the performing arts as a future career or would like to be involved with writing, directing, managing a team and public speaking. Students need to be comfortable in using their voice and body as a medium of self-expression and enjoy engaging with an audience.

The Drama elective runs each semester.

- Students may take either or both Drama subjects.
- Students considering taking Drama in VCE are strongly urged to take both courses.

Drama 1 – Semester 1

In Year 10 Drama, students are given the opportunity to develop their performance and improvisation skills and to enrich their understanding of both verbal and non-verbal communication. They are also encouraged to familiarise themselves with drama terminology, and be able to use it correctly. One of the exciting opportunities in Year 10 drama is to explore the rich world of the Dramatic Elements and Absurdism. Practical classes also encourage the development of students' confidence and positive relationships between their classmates.

Drama 2 – Semester 2

In 2nd Semester Drama Year 10 students will explore both Greek Theatre and the History of Australian theatre. Students will also study Stanislavsky and his techniques and contrast them to the Non-naturalism of Grotowski thus giving them great preparation for VCE.

Course Outline

- Development of performance skills through a variety of improvisation games and script work;
- Script analysis;
- Performance analysis.
- Interpreting Absurdism
- Exploring the Dramatic elements
- Introduction to Non-naturalism

Homework

As much of the class relies on group work and practical activities, there are few homework requirements. The journal must be kept up to date. Extra rehearsal and the memorisation of lines for performances will also need to be done at home.

Assessment

- Drama Journal – analysis tasks;
- Active participation in weekly practical classes;
- Group performance pieces/script writing

Other Requirements

All students will be expected to participate actively in all workshops and to ensure their interaction with classmates is constructive and positive.

FRENCH

Introduction

Students with ability or interest in a foreign language are strongly encouraged to undertake the study of French. Students will have the opportunity to develop contacts with Francophone speakers and use what they are learning in a very practical way of exchange. A major focus of the classes is on oral proficiency - students will be able to talk what they learn. Classes are very interactive and role play is extremely important.

There are many positive advantages to be had apart from French language skills;

- Increased cultural awareness,
- Travel and career opportunities,
- Better understanding of the structure of the English language, and
- Bonus marks for the VCE ATAR score.

With greater vocabulary depth and understanding of the verbal structures, students will begin to use French in greater depth, orally and in written form. They will do enjoyable projects, take an excursion, perform in role plays and participate in other practical exercises. Cultural experiences (in class, via media, travel, etc) will enable students to become more aware of God's amazing plan for His people across the world through language, culture and race.

Course Outline

Topics covered include:

- Family
- Clothes and Fashion
- Sport
- Food and healthy lifestyle
- Travel

Homework

Homework will include:

- Finishing class work
- Assignment work

Assessment

- Projects
- Role plays
- Ongoing testing and an examination each semester
- Oral and written correspondence with Francophone contacts

*Please note that this is a **whole year course** that would need to be selected in **Elective Block C** for **Semester 2**. A minimum of eight students is needed for this class to run.*

FOOD AND TECHNOLOGY

Introduction

This study covers the importance of food and its preparation. This is done from a perspective of the needs of humans and the ways in which people relate to each other.

The Food and Technology elective runs each semester, comprising a double practical and single theory lesson each week. In this course, students start to extend their knowledge and prepare for the VCE Food Studies coursework in Year 11 and 12. Students become familiar with a range of different food preparation and cooking skills, and the technology and science of what is happening to the food. Students learn to evaluate their practice and analyse the effect of cooking processes on the physical and sensory properties of food.

Course Outline

The focus of Food and Technology in Year 10 is 'Patisserie'. Through this focus students are introduced to the history of baking, the functions of food ingredients, processes used to produce patisserie products and the emerging trend of modifying traditional recipes to meet dietary considerations. Theoretical concepts are applied to practical classes where students produce a range of products and complete a series of evaluation questions to extend their knowledge of cooking terminology and processes, equipment and ingredient function and safe work practices. Students investigate chemical and mechanical raising agents and apply the Design Process to the production of a baked patisserie product. The historical aspects of cakes is explored through a research assignment.

Assessment

- Production skills and evaluation reports;
- Assignment work (x2)

Requirements

All students may select this Elective, although completion of Year 9 Food and Technology would be an advantage. Students should have a keen interest in food, efficient organisational skills and be prepared to work on the theoretical aspects of the course as well as the food production. Students are required to bring a container to every practical class to take their food home in.

Please note that this is a one semester course.

INSIGHT OUT

Introduction

This elective integrates understanding of the Christian faith with spiritual formation and real-life application. It is designed specifically for students with a passion to explore and develop their faith, deepen their understanding of God and explore and wrestle with the intersections between God, self and humanity. An emphasis is placed on narrative, relationship and community in class lessons and learning. The purpose is to train students in the study of text, soul and culture in order to serve God and neighbor.

Course Outline

God

- How to read, understand and think about the Bible
- The story of God

Self

- Belief, Worldview
- Identity
- My Story

Neighbour

- Jesus, Faith and Culture
- Love thy Neighbour; Their Story

Learning Outcomes

- Spiritual Practices: Lectio divina, Prayer, Silence and solitude, Celebratory Meal
- Leadership: Teams, Communication, Events, Personalities, Conflict

Assessment

- Biblical (text) engagement
- Seminar/s development, presentation and facilitation: Biblical issue, Personal issue, Social/Cultural issue.
- Contribution to class discussion
- Assignment/written work

INTRODUCTION TO JOURNALISM

Introduction

Journalism provides students with training in news writing, editing and the production skills to cover the mediums of newspapers, magazines, radio and television. Students will be expected to write news stories; headlines; create layouts using page design software; and learn to work as part of a team. Class activities will include reporting, filming news stories, recording (radio) talk-back segments, writing for newspapers, guest speakers and field trips.

Course outline

- Gathering and selecting news
- News writing
- Editorial writing
- Feature writing
- Sports writing
- Basic sub-editing including writing headlines and cut line writing
- Basic photography
- Computer layout and design
- Reporting for Radio News
- Television News production

Learning outcomes

- To practise news writing skills with emphasis on accuracy and style.
- To practise information acquisition skills, particularly interview and research techniques.
- To practise listening and speaking skills through interviewing.
- To learn the principles of graphic design and computer skills necessary to publish a school newspaper.
- To learn the writing and speaking skills unique to the electronic media, namely radio and television.
- To become aware of careers in journalism.
- To become aware of the five W's in writing a news story: Who? What? Where? When? and Why?
- To be able to conduct an effective interview.
- To develop the skills to produce a school newspaper of a high quality and standard.

Assessment

- Assignments
- Tests
- Contributions to the newspaper production

MEDIA STUDIES

Introduction

This course examines a range of multimedia tools that will ultimately allow the student to demonstrate their understanding of how to utilise these tools by creating a promotional DVD for the College. The course is designed to help students look at the many aspects of how to utilise media to promote our College and showcase the things that make us unique. It is intended that the DVDs produced by the students be utilised to promote the College.

Course Outline

- The use of Publisher
- Editing Techniques (Pinnacle Studio 16)
- Using a Digital Video camera and a Go Pro camera (capturing video while moving)
- DVD production
- Photography (includes using a digital SLR camera)

Learning Outcomes

Minor outcomes -

- Classroom photography and Publisher display
- Action, portrait, close-up and landscape photography
- Functions and features of the GoPro camera
- Functions and features of a video camera Major

outcome -

- Final DVD

Homework

Much of the class time in this course is spent on practical production techniques leaving most of the homework time devoted to the completion of written notes.

Assessment

- Bookwork
- Publisher display
- Range of photos
- Editing techniques
- Video camera footage
- GoPro footage
- Final video production

SUSTAINABLE EARTH

Introduction

Sustainable Earth is an exciting new opportunity to continue your involvement with the local environment. This course will focus on our relationship with the local natural environment and how we can positively impact on the places where we live right here and now. Following on from Project Earth there will still be a large emphasis on practical learning and this will be extended to include projects off school campus into the surrounding parks and reserves. This course will suit students who enjoy the outdoors and who are interested in preserving our natural heritage and biodiversity for the future.

Sustainable Earth covers the basic concepts involved with a more sustainable way of life. Students calculate their global carbon footprint and then use this as a basis to discuss relevant components and how we can improve efficiency of their use. Production of electricity is considered within the framework of renewable and non-renewable resources. Food production and vegetable gardening methods are investigated as is the maintenance of biodiversity and its importance. There is an emphasis on practical experiences throughout the semester.

Course Outline

- Global footprint calculation
- Renewable and non-renewable energy emphasizing Australian context
- Water as a resource – responsible use of water in Victoria
- Sustainable agriculture – alternative farming methods investigated
- Roof-top farming – options for urban situations
- Soil protection – Australian soil conditions
- Waste reduction – recycling plastic
- Emphasis on practical projects on school property

Assessment

- Project work
- Test
- Practical involvement

TECHNOLOGY - WOOD

Introduction

This Elective combines and builds on all theory and practical tuition given in Years Seven, Eight and Nine. Students will produce one major product applying their skills at an appropriate level and build upon their existing skills.

Examples of previous projects are coffee tables, small entertainment units, blanket boxes and jewelry boxes. Close tolerances are needed for fine work to be achieved. The workshop caters mainly for timber production with limited sheet-metal work. The subject of technology offers an opportunity to commit to values and standards, to care and concern for one's peers. Safety issues are also a concern, so a spirit of cooperation is encouraged, where students can learn to watch out for one another's safety as well as their own.

Course Outline

- Client of end user?
- Design brief
- Evaluation criteria
- Plans and drawings
- Recording progress
- Evaluation
- Product

Learning Outcomes

The students will be able to

- use tools appropriate to the task;
- use the correct jointing techniques for the production of a major object.
- work to a high level removing all blemishes and machine marks.

The student will also prepare a written folio describing the relevant design process and the manufacturing techniques that will include a journal of the semester's work.

Homework

Research and drawing of project should be undertaken at home to maximize workshop time. As required or teacher directed, dependent on design requirements and/or work rate.

Assessment

Assessment is based on the students' displayed skills, ability and participation at semester's end.

Other Requirements

College fees cover basic materials only. Material costs above the allowed amount are expected to be paid by the student. Students will consult with parents about extra cost for specialty timbers, fixing, fittings and finishes.

Please note that this course can only be taken for one semester due to the larger class size.