

**Year 10
2019**



**Course Selection Handbook for
students undertaking Year 10,
2019**

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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 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 will be scheduled to be undertaken. 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 2019

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

Core Subject	Periods per week
English	5
Mathematics	4
Science	4
Humanities: Geo/Hist (1 semester each)	4
Sport	2
Work Studies	1
Christian Education (Homegroup)	

Elective Block A 4 Periods/week for the whole year	
Semester One	Semester Two
Economics and Business	Civics and Citizenship
VCE Units 1&2 (by application) Health & Human Dev Studio Arts Psychology Geography VCE VET Music VET Sport and Recreation	
Elective Block B 3 periods/week per semester	
Semester One	Semester Two
French	Visual Arts
PE Fitness and Training	Human Development and Psychology
Media	Human Technology
Human Development and Psychology	Food Science*
Insight Out	Design Technology: Wood*
Elective Block C 3 periods/week per semester	
Semester One	Semester Two
Drama	French
Coding and Robotics	PE Body Works
Food Science*	Information Technology and Networks
Design Technology: Wood*	Sustainability and the Environment
Language and Literature	Introduction to Religion and Society

*Only select once (Semester 1 or 2)

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

French is taken for the whole year.

CORE SUBJECT DESCRIPTIONS

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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 word 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.

There are four Mathematics classes in Year 10, all running simultaneously. Typically there will be two Mathematical Methods Prep classes and one General Mathematics Prep class, but if required this can be reversed. There will also be a foundation Mathematics class.

Selection of those classes will be based on teacher recommendations, in consultation with parents and students.

Mathematical Methods Prep

The Mathematical Methods Prep class is designed to prepare students to undertake Mathematical Methods in Year 11. Students who push themselves to the higher levels of the course will also be prepared for Specialist Mathematics. This class is also more than adequate preparation for General Mathematics in Year 11 if students end up choosing to take that pathway instead. Assessment is mainly focused on tests and exams, with some assignment work. Students will need a graphics calculator. The ClassPad 400 series is highly recommended. In addition, having a scientific calculator is also recommended.

Students in this class will generally have 30 – 45 minutes of homework from each lesson. The time needed will vary depending on the set task and the student's working rate.

The following areas are covered in details:

- Linear, Quadratic and higher order Algebra
- Geometry and Trigonometry
- Indices, Logarithms and Surds
- Probability
- Graphing (this is included in almost all areas)

Other areas such as measurement and statistics are also covered more briefly.

General Mathematics Prep

The General Mathematics Prep class is for students who do not intend to undertake Mathematical Methods in Year 11 and would rather focus on the course content most relevant to General Mathematics. This leaves open the option of completing Further Mathematics in Year 12, but it must be understood that students would not be adequately prepared to take the Mathematical Methods for Specialist Mathematics pathway. Students in this class will generally have approximately 30 minutes of homework from each lesson. The time needed will vary depending on the set task and the student's working rate. Assessment is based on assignments, tests and exams. Students will need a graphics calculator. The ClassPad 400 series is highly recommended. In addition, having a scientific calculator is also recommended.

The following areas are covered in detail:

- Linear Algebra and Graphs
- Geometry and Trigonometry
- Indices
- Measurement
- Statistics

Other areas such as Quadratic Algebra and Graphs are also covered more briefly.

Foundation Mathematics

The Foundation Mathematics class is for students who do not intend to undertake any level of VCE Mathematics in the following years. It has a heavy focus on the practical side of mathematics. There are only minimal homework requirements for students in this class. Assessment is based on participation in class and assignment work rather than tests and exams. Students will need a scientific calculator.

The course follows the study design for the VCE subject Foundation Mathematics Units 1 and 2. As such, the students have the opportunity to gain two units of VCE Mathematics if they satisfy all requirements of the course. It is important to understand that Foundation Mathematics is not designed to prepare students for any other mathematical studies in Year 11 and 12. Hence, it is assumed that students undertaking this course will not be continuing with any mathematical studies in VCE.

The following broad areas are covered:

- Space, Shape and Design
- Patterns and Number (including financial mathematics)
- Statistics
- Measurement

SCIENCE

Introduction

Year 10 Science is mandatory in all Australian schools.

As part of the Australian Curriculum, Science is delivered throughout Year 10 with students studying the sub-strands of the Australian Science curriculum that align with a number of VCE study options. These senior subjects include Biology, Physics, Chemistry, and, Environmental science. Year 10 provides an insight into what these subjects entail in Year 11 and 12.

A range of processes required for the study of science in the Senior School are also developed across the Year 10 Science course of study including: developing questions and hypotheses; independently designing and carrying out investigations, collaborating, working fairly, safely and ethically.

Studying Science helps students understand the nature of God's world around them and their place in it. It promotes the development of personal attributes such as perseverance, cooperation, collaboration and creativity and engages students in distinctive ways of thinking about and explaining events and phenomena.

Through participation in authentic, 'real-world' science experiences, students develop the essential knowledge, attitudes and skills that help them become active and informed citizens, capable of making personal decisions.

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories.

Students also develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enable them to predict how changes will affect equilibrium within these systems.

Topics covered:

Biological sciences

Chemical sciences

Earth and Space sciences

Physical sciences

GEOGRAPHY

Introduction

This course will explore two themes over the Semester.

In the first section, students will look at Environmental change and management which draws on the concepts of environment, change, interconnection and sustainability to investigate the nature and extent of human-induced environmental changes that challenge sustainability. It also evaluates the management strategies used to mitigate the impacts of environmental change for a chosen environment in one or more countries of the world.

In the second topic, students will examine Geographies of human wellbeing which considers the concepts of change, interconnection and sustainability to explore the measures and differences of the wellbeing of populations within and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied. Case studies will be drawn from Australia and across the world as appropriate.

Course Outline

Managing coasts and coastal change and our marine environments

- Managing change in coastal environments
- Marine environments – are we trashing our oceans?

Geography of Human Wellbeing

- How do we measure and compare wellbeing, and why are there such spatial variations from place to place?
- A range of environmental and human factors such as climate and climate change, gender, conflict, refugees and access to water and sanitation will be examined as students discover how they affect our wellbeing.
- Efforts made by various organisations such as the UN Sustainable Development Goals, governments and aid organisations are explored to determine their effectiveness in ameliorating the divide in wellbeing that exists across the world.

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

- Bookwork
- Homework tasks
- Written tasks/Projects
- Exam

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

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.

Terms 2 and 3

- EISM Division and Champions' Athletics Carnivals
- House Cross Country Carnival and EISM Cross Country Carnival
- 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 the 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.

WORK STUDIES

Introduction

Year 10 Work Studies will expose students to concepts and contexts and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21st century. Students will learn about the relationship between changing circumstances, learning and 21st century work opportunities and explore the skills needed to manage change. They will evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students will gain a greater understanding of developing entrepreneurial and transferable skills and how these link to the management of 21st century work opportunities. They will learn about work readiness and the core skills and knowledge need for successful participation in the workplace.

Students will further explore and reflect on their ambitions, interests, strengths and abilities and will engage in a range of activities to develop understanding of work, careers and post-school destinations.

AIMS

Personal Management- Students will develop an e-portfolio of their skills, strengths and abilities which will form part of their Career Action Plan. They will also use career assessment tools to provide a career profile of their strengths, abilities and interests that will link to various occupation and career choices.

Real Industry Job Interviews – Students will participate in real industry job interviews with industry professionals. They will develop electronic resumes, job application letters and interview portfolios as well as engage in activities for interview preparation. They will explore employability skills and work readiness.

Learning and 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 will understand the emerging forces shaping the future of work – Automation, Globalisation and Collaboration.

Students will learn to participate in lifelong learning supportive of career goals.

Understand the relationship between work, society and the economy.

Understand labour market information and trends.

Students will be able to identify the Job Clusters and which jobs fit into these groups.

Work Experience: Students complete one week of Work Experience to explore career options. Students prepare themselves for Work Experience by examining Occupational Health and Safety and Harassment in the Workplace. Students reflect on their experience in the workplace, examining a range of issues including workplace organization, skills and activities performed and learned.

Career Exploration: Students will explore a range of different careers and identify the training and educational requirements of each. They will locate and effectively use career information. They will consider their career pathway options in their senior schooling as well as post-secondary destinations.

Homework

- Completion of all class work and assignments

Assessment

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

ELECTIVE SUBJECT DESCRIPTIONS

ECONOMICS AND BUSINESS

Introduction

Year 10 Economics and Business aims to give students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students will explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students will examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce. There are two strands that will be covered: economics and business knowledge and understanding, and economics and business skills.

CIVICS AND CITIZENSHIP

Introduction

Year 10 Civics aims to develop students understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained. The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. By the end of Year 10, students will compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students will also evaluate a range of factors that sustain democratic societies.

GEOGRAPHY 1 & 2

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 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 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.

HEALTH & HUMAN DEVELOPMENT 1 & 2

Introduction

Through the study of VCE Health and Human Development, it provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically across the lifespan and the globe, and through a lens of social equity and justice.

Aims of Subject

This study enables students to

- understand the complex nature of health and wellbeing, and human development.
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors.
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age.
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks.
- develop understanding of the Australian healthcare system and the political and social values that underpin it.
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions.
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiative and programs.
- propose and implement action to positively influence health and wellbeing and human development, outcomes at individual, local, national and/or global levels.

UNIT 1

Area Study 1 takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and profiles relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours. Area Study 2 explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media. Area Study 3 has students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, interpret data and raw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

Area of Study 1: Health perspective and influences

Area of Study 2: Health and Nutrition

Area of Study 3: Youth health and wellbeing

UNIT 2

Area Study 1 examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next). Area Study 2 investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Area of Study 1: Developmental transitions

Area of Study 2: Health care in Australia

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.

PSYCHOLOGY 1 & 2

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

Unit 1

Introduction to Psychology

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.

Unit 2

Self and Others

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.

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.

STUDIO ARTS 1 & 2

Introduction

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. It broadens their understanding of, and ability to engage with artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Aims of the subject

This study is designed to enable students to

- express themselves creatively through art making and come to understand how to support and sustain their art practice.
- develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making.
- analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks.
- develop an understanding of historical and cultural contexts in the production and analysis of artworks.
- develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied.
- Introduction VCE Studio Arts 2017 – 2021
- extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.
- Develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

Areas of Study for each Unit

UNIT 1

Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

UNIT 2

Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Assessment

- An Exploration Proposal
- A Work Plan
- A Visual Diary
- Art forms
- Potential Directions
- Presentation of final Artwork/s

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 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. 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
HLTA1D003	Provide first aid
HLTWHS001	Participate in workplace health and safety
ICTWEB201	Use social media tools for collaboration and engagement
SISXCA1003	Conduct non-instructional sport, fitness or recreation sessions
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations

Nominal Hours for Units 1 and 2

Elective Units:

Minimum of two electives (minimum 30 hours)

SISXIND006	Conduct sport, fitness or recreation events
SISXSO101	Develop and update officiating knowledge

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

VISUAL ART

Introduction

In this subject 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

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

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

CODING AND ROBOTICS

Introduction

By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation.

Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-orientated program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Course Outline

- Students get to choose from one of five (5) potential projects that can be built and researched at school and completed within a small group environment.
- A learning folio is required to document the learning process.

OR

- Students can negotiate a project with the teacher along the following guidelines:
 - Must use qualitative and quantitative data to effect outputs and data.
 - Must be complex problem.
 - Must be able to have a working model that is interactive.
 - Relate it to a real world problem.
- Students should be able to use materials and equipment from school or be able to bring in components from home if they are able to.

Learning Outcomes

The students will be asked to investigate the role of hardware and software in managing, controlling and securing the movement of various components in a networked digital system.

Homework

Research and drawing of the project should be undertaken at home to maximize workshop and classroom time. As required for 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 is only offered for one semester.

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 AND NETWORKS

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

LANGUAGE AND LITERATURE

Students will develop an understanding of how authors compose written and multimodal texts with an emphasis on students who are interested in studying VCE Literature. Students will build skills around how stories reflect and change culture, and how literature has changed over time. Students will compose their own works of literature and reflect on other writers work.

Learning outcomes

- Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effect
- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response
- Evaluate the social, moral and ethical positions represented in texts
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
- Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience

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

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 in the annual Heart of the Valley event.

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

PHYSICAL EDUCATION – BODY WORKS

Introduction

In Year 10 Bodyworks, students learn to apply more specialised 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 surrounding 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 students analyse activities 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. The content covered within this course is a basis for VCE Physical Education.

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
- Video Analysis

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 factors that affect participation and performance in different sports/physical activity. It looks at physical activity in the local community and technological advancements in sport, including how sport has changed over the years due to technology, focusing on the positive/negative changes. If time permits, students will also 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, create, implement and evaluate 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.

*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 SCIENCE

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 Science 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

In Food Science students explore methods of cooking and are introduced to the functional properties of food ingredients and a variety of processes used to produce food products. 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 product. Sustainability of food and the impact the food we eat has on the environment is explored through the design and production of a market stall product.

Focus Topics

- Functional properties of food
- Methods of cooking
- Cooking processes
- Food preparation and cooking skills
- Hygiene and safety in the kitchen

Assessment

- Production skills and evaluation reports (x2)
- Raising agent Design Brief Assignment and Practical Activity
- Market stall product Design Brief Assignment and Practical Activity

Requirements

All students may select this Elective, although completion of Year 9 Food Science 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.

SUSTAINABILITY AND THE ENVIRONMENT

Introduction

Sustainability and the Environment is an opportunity to be involved with the local environment. This course focuses on our relationship with the local natural environment and how we can positively impact on the places where we live right here and now. This subject has a large emphasis on practical learning, this course will suit students who enjoy the outdoors and who are interested in preserving our natural heritage and biodiversity for the future.

Sustainability and the Environment 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. An emphasis will be had on renewable and non-renewable resources. Students will explore the challenges that past and current human interactions with the environment presents for the future. Students will start to understand how environmental actions affect, and are affected by ethical, social and political framework.

INTRODUCTION TO RELIGION AND SOCIETY

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

DESIGN AND 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

- End User - Profile
- Design brief
- Research Plan
- Plans and drawings
- Materials List and Costing
- Production Schedule
- Risk Assessment
- 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 projects 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.

HUMAN DEVELOPMENT AND PSYCHOLOGY

Introduction

The Human Development and Psychology elective is designed to help prepare student for VCE Health and Human Development and VCE Psychology.

The study will take a life span approach that will explore the major physical, social, emotional and intellectual/cognitive developmental milestones from birth to adulthood. Developmental “norms” will be explained along with the range of factors that might influence these. The work of theorists such as Erikson and Piaget will be studied and students will be provided the opportunity to practically apply these theories through undertaking observations of development across a range of lifespan stages.

In the second part of the unit students will be introduced to topics relating to mental health and psychological disorders and key health indicators (such as incidence and prevalence, mortality and morbidity, Burden of disease and DALYs) will be used to analyse data relating to these issues. The unit will conclude with a research project. Students will be introduced to appropriate research techniques and will undertake research on a topic of their own choice.