



PVCC

Course Selection Handbook for students undertaking Year 10 2022

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Plenty Valley
CHRISTIAN COLLEGE
In Christ: Wisdom & Knowledge

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INTRODUCTION

Welcome to Year 10!

You are now part of the Senior Sub-school at our college. By year's end some of you may 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.

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. The Homegroup, Christian Education and Work Studies program, challenges students regarding their possible futures. Self-image, strengths, weaknesses, character, and values are discussed 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 can 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 Year 10 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 Economics and Business and Civics and Citizenship. 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 daily.

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 for studying outside of normal class time. There are several 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.
- Pretesting 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 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.

Lisa Watkins

Head of Senior Sub-school

YEAR 10 SUBJECT SELECTION 2022

The Year 10 subjects at PVCC comprise a strong compulsory core studies and a wide selection of elective subjects.

Compulsory core studies

English

Mathematics

Science

Geography (one semester)

History (one semester)

Sport

Work Studies

Christian Education (homegroup)

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

* Single semester electives (select either semester one or two). French is taken for the whole year.

CORE SUBJECT DESCRIPTIONS

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 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 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: two Mathematical Methods Preparation classes, one General Mathematics Preparation class, and one Pathways class. Selection of those classes will be based on teacher recommendations, in consultation with parents and students.

Mathematical Methods Preparation

The Mathematical Methods Preparation 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 detail: 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 Preparation

The General Mathematics Preparation 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 or 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.

Pathway Mathematics

In the Pathway Mathematics class, students work through the maths pathway program, which is designed to help students work on gaps in their understanding from earlier years. Typically, only students who have been working on this program in Year 9 will be considered for this class, although if a student has had severe difficulty in Year 9, they may also be considered. Depending on a student's growth, they may be ready to attempt General Mathematics in Year 11.

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 several 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.

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 enables 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

Introduction

Australia: 1918 to present

Year 10 History focuses on the key events and people movements of the tumultuous twentieth century. Students 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. They then focus on the impact of World War 2 on Australia. Students then 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,

study moves to 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 2 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 PVCC at various EISM carnivals.

Sport is held on Wednesday afternoons (periods 5, 6 and 7) 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 Carnival and House Athletics Carnival are compulsory attendance events.

Sports played in the EISM Summer competition are:

- Boys – indoor cricket, volleyball, tennis, hockey
- Girls – softball, volleyball, tennis, soccer

A development squad is provided 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 provided 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.
- If selected, 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 needed 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.

Course outline

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 will 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

How to make the subject selections

All Year 10 students will need to choose elective subjects from each block.

Block A - students will need to choose a VCE subject (if eligible) OR Civics and Citizenship for semester one and Economics and Business in semester two.

Block B – students will need to choose one elective for semester one and one for semester two.

Block C – students will need to choose one elective for semester one and one for semester two.

Students who choose to do French must choose it for the whole year – Block B in semester one and Block C in semester two.

Students should choose subjects with an asterisk only once as they are the same in both semesters.

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.

VCE ENVIRONMENTAL SCIENCE UNITS 1 AND 2

Aims of study

Environmental science is an interdisciplinary science that explores the interactions and inter-connectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth Systems.

Unit details

Unit 1

How are Earth's dynamic systems interconnected to support life?

In Unit 1, students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere, and lithosphere. They focus on how ecosystem functioning can influence many local, regional, and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

- How are Earth's systems organised and connected?
- How do Earth's systems change over time?
- How do scientific investigations develop an understanding of how Earth's system support life?

Unit 2

What affects Earth's capacity to sustain life?

In Unit 2, students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment, and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water, and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

In this unit, students investigate what changes have taken place in selected ecosystems and how ecological principles can be applied to conserve natural ecosystems, restore damaged ones, and ensure the sustainability of the biosphere. Students investigate how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans.

Areas of study:

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?

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 HEALTH AND HUMAN DEVELOPMENT UNITS 1 AND 2

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 details

Unit 1

Understanding health and wellbeing

Area of 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 of 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 of 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 draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

Areas of study:

- Health perspective and influences
- Health and nutrition
- Youth health and wellbeing

Unit 2

Managing health and development

Area of 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 are considered an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

Area of 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 the 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.

Areas of study:

- Developmental transitions
- 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.

VCE STUDIO ARTS UNITS 1 AND 2

Introduction

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of artmaking. It broadens their understanding of and ability to engage with artworks. It equips students with the knowledge and skills to pursue an art studio practise 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 artmaking 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 artmaking
- 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
- 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.

Unit details

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

- exploration proposal
- work plan
- visual diary
- art forms
- potential directions
- presentation of final artwork/s

Students who are interested in taking one of these VCE/VET 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.

MUSIC (VCE VET)

CUS30109 Certificate III in Music

Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. 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 qualification is 14, including three compulsory and five elective subjects from Units 1 and 2, and five compulsory subjects from Units 3 and 4. 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 God's ministry.

Unit details

Units 1 and 2

Core

CUFCMP301A	Implement Copyright Arrangements	20
CUSIND301B	Work Effectively in the Music Industry	35
CUSOHS301A	Follow Occupational Health and Safety Procedures	10

Electives

CUSMLT303A	Notate Music	40
CUSMPF202A	Incorporate Music Technology in Performance	35
CUSMPF302A	Prepare for Performances	35
CUSMPF304A	Make a Music Demo	40
CUSSOU201A	Assist with Sound Recordings	35
Nominal Hours		250

Students who are interested in taking one of these VCE/VET 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 SPORT AND RECREATION – CERT III

Introduction

The Certificate III in Sport and Recreation course at PVCC is a two-year course (it *must* be chosen for both semesters). This course aims to provide specific skills and knowledge in the areas of sport and recreation, leadership and specialist activities developed through theory and practical sessions.

- 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. Units 1 and 2 will be offered at PVCC for Year 10 and Year 11 in 2021. Depending on numbers, Units 3 and 4 may be offered in 2022 at PVCC. If numbers are not above 7 for Unit 3, students may consider completing the Certificate by undertaking Units 3 and 4 at a local VET provider (NCAT) during Year 11 or Year 12. Units 3 and 4 sequence can offer a scored assessment and contribute to the ATAR. It is strongly recommended that students undertake a minimum of 40 hours of work placement each year.

SIS30115 Certificate III in Sport and Recreation

Units 1 and 2

Units of Competency:

SISXEMR001	Respond to emergency situations
HLTAID003	Provide First Aid
ICTWEB201	Use social media tools for collaboration and engagement
BSBWOR301	Organise personal work priorities and development
SISXCCS001	Provide quality service
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
HLTWHS001	Participate in workplace health and safety

Elective Units:

Minimum of three electives (minimum 30 hours)

SISXIND006	Conduct sport, fitness or recreation events
SISSSOF101	Develop and update officiating knowledge

SISSPAR004	Book athlete travel and accommodation
SISSPAR009	Participate in conditioning for sport

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 workplace 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

Students who are interested in taking one of these VCE/VET 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.

VISUAL ART

Introduction

In this subject students work 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 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 audience 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

VISUAL COMMUNICATION AND DESIGN

Introduction

Visual Communication and Design enables students to develop their skills and confidence in two-dimensional and three-dimensional drawing. In this semester-based unit, students will study different design areas such as environmental, architectural and product design. They will develop drawing and rendering skills, and study specific conventions and symbols relating to plans, development etc. Also, they will use computer technology in the development and presentation of designs. Students will analyse the design process that architects and industrial designers use in developing and producing visual communications. There is also strong emphasis of three-dimensional modelling techniques.

Duration: This subject runs for one semester.

Course outline/topics of study

- The use and application of two-dimensional drawing methods such as plans, elevations and orthogonal projections.
- The use and application of three-dimensional drawing methods such as perspective, isometric and planimetric views.
- Application of the Australian Standards and Conventions to drawings.
- The use and application of the design process to solve design problems and create final solutions.
- Construction techniques using suitable materials and safe handling practices.
- Technical drawing in context – 2-Dimensional and 3-Dimensional drawing methods to represent form, proportion, and scale.
- Design industry practice – different roles within the Environmental Design and Industrial Design Industry.
- Designing to a brief – designing to a specific need for a ‘client’ using the design process.

Assessment

Methods of assessment may include:

- a folio of completed Visual Communications including models
- visual diary – the submission of a visual diary containing a collection of resources, ideas, sketches, and annotations etc
- written responses – including questions in class, homework, and evaluation of completed designs
- respond and interpret – the analysis and evaluation of visual communication designs for different audiences and purposes in different contexts

- end of semester examination.

VCE course pathways

This unit will benefit students who continue with Visual Communication Design, Media, and Studio Arts.

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 several 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

Computational thinking – Students will use Thunkable to develop IOS and Android Applications that they will be able to market on the App Store. This will use the Blockly Programming Language invented by Google.

Python code familiarization/revision – Python is the world’s most popular programming language today and is used in most applications and organisations from YouTube to NASA. Graduates who are able to program in Python are well sought-after. Students will learn Python using Makecode, Microbit and courses recommended by the Australian Computing Academy (ACA) and the CSIRO to program automated devices such as an intelligent house alarm system. Students will be introduced to the minicomputer (Raspberry Pi) which will have the ability to control cameras, sensors and motors to automate physical processes in the real world. A series of lab sheets will be given to students to improve programming skills.

Application of Python in to resolve a problem - Students get to choose from one of five (5) potential real-life projects that can be built and researched at school and completed within a small group environment. Students must program, test, and document the solution in a scientific report.

The projects that can be constructed include (but are not limited to) the following:

1. Automated plant watering system with humidity / temperature sensor with motion activated cameras.
2. House alarm system with motion, heat and carbon monoxide sensors and cameras to send a picture of an intruder or fire via email.
3. Intelligent car park system with ultrasonic sensors and a screen to show vacant lots within a car park.
4. Wearable electronics to document the heartbeat of the wearer and alert.

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.

Students will be given an opportunity to participate in the annual NCSS challenge organised by the University of Sydney and to have their code run in the International Space Station in collaboration with the European Space Agency (ESA) and the CSIRO. Students will be able to see the relevance and practical application of their knowledge by creating a scientific measurement device capable of monitoring pressure, temperature, and humidity in space.

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 components.

Please note that this course is only offered for one semester. It is recommended that students complete the Coding and Robotics Course in Year 9 prior to taking this course.

DRAMA

Introduction

In Year 10 drama students will develop their physical and vocal expressive skills by exploring naturalistic and non-naturalistic theatre styles: verbatim theatre, docudrama and theatre of cruelty, poor theatre. Practical classes will encourage the development of students' confidence, problem solving and time management skills. Students will be able to extend their God given gifts and talents through the development of theatre that reflects God's creation. Year 10s will work both independently and in groups to explore devised and scripted drama. Year 10 drama will also give students the skills to evaluate performance, using specific terminology and links to drama history and theatre culture.

Key skills

- understanding how to create a role and situation through varied voice and movement
- learning about focus, tension, space and time in drama and how to use them to shape drama
- exploring how to respond to drama critically
- focusing on devising, interpreting, performing, and viewing

Assessments

- non-naturalistic theatre review
- non-naturalistic performance (theatre of cruelty, poor theatre)
- naturalism written folio (Stanislavski)

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.

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

INFORMATION TECHNOLOGY AND NETWORKS

Introduction

In this course students will learn about networking and information technology. This course will prepare students to work in cyber security and numerous other fields in strong demand. Students will commence this course by learning about computational thinking. They will design a mobile app which they can then upload into Apple Store or Google Store to potentially market the app later. Students will be given a fictitious problem by a customer, and work in small teams to make the app.

Students will then learn the various internet definitions and how the internet works before being taught RSA encryption and SQL. Students are given a secret message, which they must encrypt and send via a transmission line. Another team will be tasked to decrypt it via the given private and public key. Another group will attempt to intercept the communication message and decipher it based on their understanding of RSA without the keys.

Students will then learn Structured Query Language (SQL). This language is widely used in the industry to query a database. Examples of application include login systems and purchasing systems.

Students will then consolidate their learning into a website using HTML 5 with integrated Java Script. Students will create a basic website using all elements learnt in Year 8 Computing and improve website interactivity using Java Script. They will learn how to put their creation on the server (upload) and have multiple clients access this. They have the option to integrate Scratch (learnt in Year 7) and Python (learnt in Year 9) into the HTML 5 web page.

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 writer's 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 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 to serve God and neighbour.

Course outline

God (love God)

- How to read, understand and think about the Bible
- What/who we talk about when we talk about God
- Connection with God (spiritual pathways)

Self (love self)

- Belief, worldview
- Identity

Neighbour (love others)

- Culture
- Engage

Spiritual Pathways: nature, prayer, worship, service, learning, social justice, tradition

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

MEDIA

Introduction

Students focus on two main topics. Given the current trend in Hollywood of superhero films students will be considering the theory of adaptation and looking at texts that find their origins in other forms. Our primary examples will be Speed Racer (Wachowski, 2008) and Riverdale (S1, E7). Students will also be looking at references from the Batman series of films, Marvel Universe, Scooby Doo, and The Lord of the Rings

Part of this unit will involve the comparison of adaptation texts, creating comic books and adapting these into student created movie trailers.

In the second half of the semester, we will be looking at clay animation by analysing the techniques and styles of 3 different stop motion animation studios (Tim Burton, Aardman and Adam Elliot.) Students will then produce a short claymotion/stop motion animation production using iStopmotion Pro (Mac) and Stopmotion Maker (PC).

On the back of the portrayal of Adam Elliot's characters, students will extend this to examine the codes and conventions that dominate representations of Australia and Australians. This specifically includes Indigenous Australians (Australia, Luhrmann 2008) The Underdog (Kenny, Jacobson, 2006) and the role of stereotypes, mockumentary, and satire (We Can Be Heroes and Russell Coight) with a view to categorizing them as iconic and 'typically' Australian.

Course outline

- Studying and analysing film and other multimedia forms
- Filming and editing (Premier Pro)
- Green screen techniques

Learning outcomes

- Students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with, and distribute.
- They evaluate how genre and media conventions, and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional, and ethical issues influence the making and use of media artworks.
- Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production, and distribution processes.

Homework

Much of the class time in this course is dedicated to completing all the course work. Any incomplete class work will be homework.

Assessment

- Adaptation comparative exercise
- Comic book cover
- Comic book
- Urban Legends – Aboriginal myths film exercise
- Visual diary portfolio
- Claymation movie (and production portfolio)
- Satire essay

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 study 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 focus 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 several 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 several 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 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 Technology in Year 10 is 'Food Science'. Through this focus 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 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 a paddock to plate investigation of rice and the design and production of a market stall product.

Focus Topics

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

Assessment

- Rice Paddock to Plate Investigation
- 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 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. Contact teacher for further information is Mrs Liz Lay.

DESIGN AND TECHNOLOGY

Introduction

This elective combines and builds on all theory and practical tuition given in years 7 - 9. Students will produce one major product applying their skills at an appropriate level and build upon their existing skills. Students will look at the assembly of a multi-component product and examine the pros and cons of hardwoods and softwoods in the construction of an Adirondack chair. Close tolerances are needed for fine work to be achieved. The subject of technology offers an opportunity to commit to values and standards of sustainability 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

- Class demonstrations
- Cut down folio
- Product
- Evaluation

Learning outcomes

The students will be able to

- use tools appropriate to the task
- use the correct jointing techniques to produce 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.

Assessment

- Picture story book on development
- Research assignment and/or
- Practical activity and assignment