YARRA VALLEY GRAMMAR

LEVAVI · OCULOS

Curriculum

YEAR 10 2027

confidence to achieve

FOREWORD

Welcome to Year 10 and the Senior School at Yarra Valley Grammar.

Following the completion of Year 9, including a range of interesting and diverse electives, on entering the Senior School, Year 10 students continue to study a range of core and elective pre-VCE subjects that enable them to establish a strong foundation for their final years of secondary school studies, the Victorian Certificate of Education (VCE). While they still have a range of subjects to choose from, including the option of studying their first VCE units, they commence to focus more formally on subjects of specific interest and preference that they are likely to study in Years 11 and 12 and may continue to study at tertiary level.

Organisation, diligence, consistency and commitment are important aspects for all students and this is particularly so in Year 10, which is structured as a pre-VCE year. The Head of Senior School, Year 10 Co-ordinators, Tutors and teaching staff are all committed to assisting students achieve their personal best in their academic pursuits and in all other areas of school life. It is important that as students choose subjects of interest to them that they take responsibility for their education.

The subjects listed in this booklet provide a wonderful range of learning opportunities for all students. From traditional to contemporary and from theoretical to creative, these subjects will assist in preparing students for their future studies.

In addition to the curriculum offering, Year 10 students will be involved in a number of important educational experiences throughout the year.

I wish you happy and successful learning and a positive and rewarding first year in Senior School.



Andrew Hocking
Deputy Principal – Studies

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SUBJECT SELECTION PROCESS

This booklet describes the variety of semester units that Yarra Valley Grammar may be able to offer in 2027. In some cases, semester units may not be offered in a particular year or due to insufficient students selecting a semester unit.

Please note the following regarding the subject selection process:

1. Students and parents/carers should carefully read the information contained in this booklet and other relevant material distributed by the School.

2. Students and parents/carers complete and sign the Subject Preferences form and submit by the due date indicated on the form. Subject choice information will be used by the School to determine the subject blocking. Some subjects may not be included in the final blocking grid. No student's subject choice is approved or finalised at this stage.

3. Early in Term 4 the blocking grid will be finalised. Students may not automatically be allocated all their chosen subjects. Reasons for this are:

    - a subject will only be offered if a viable number of students have selected that subject
    - two or more of their subjects may be offered in the same block, thus creating a clash. If this happens, the student will need to reconsider their initial choice and choose an alternative subject in a different block.

    If a student's main preferences cannot be allocated on the blocking grid, they will be contacted regarding alternative subject preferences. No student's subject choice is approved or finalised at this stage.

4. Following the end of year final assessments and examinations, all students' results are reviewed as well as their intended subject choices for the following year. The School may make further contact with students and parents/carers to discuss subject selection. Examples of this may be where a student has done very well in a subject that they have not selected in the following year or where a student has not done very well in a subject that they are wishing to study in the following year. Following this review, students' subject choices are approved.

Please note: Yarra Valley Grammar reserves the right to cancel a subject offered. Students directly affected by this decision will be informed as soon as possible.

KEY LEARNING AREAS (KLA)

All subjects offered by Yarra Valley Grammar are grouped in Key Learning Areas. Key Learning Areas are determined by the Victorian Curriculum Assessment Authority (VCAA). They are:

- The Arts
- Digital Technologies
- English
- Health, Outdoor and Physical Education
- Humanities
- Languages (Languages Other Than English)
- Mathematics
- Science

YEAR 10 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self-worth and belonging, and is able to learn.

It is each student's responsibility to:

- comply with the School rules and requirements whether on or off site
- attend school regularly and be correctly attired at all time
- come to class on time and with the required books, equipment and work preparation
- follow instructions from the teacher
- complete all set tasks and associated study to the best of their ability
- be thoughtful, respectful and courteous to others
- support the learning and achievement of others
- participate positively and constructively in group discussions and activities
- develop and practise sound organisation and study habits
- keep books, equipment and classrooms tidy, clean and free of graffiti.

STRUCTURE

Year 10 is the preliminary year for the Victorian Certificate of Education (VCE). Many students apply, and are granted permission, to commence their VCE by studying a Unit 1 & 2 (Year 11) subject. In many cases, these students then study the equivalent Unit 3 & 4 (Year 12) subject in Year 11. In the main, the VCE is completed in Years 11 (Units 1 & 2 subjects) and 12 (Units 3 & 4 subjects).

Subjects in Year 10 are structured in a similar way to the VCE subjects so that students can experience the expectations and requirements of these subjects a year earlier and thus be best prepared for the final years of school. Year 10 pre-VCE and VCE subjects have a class time allocation of seven hours per ten-day cycle. Students will complete additional work in their own time.

Students are expected to complete additional home study and homework after normal school hours. Examinations are held in each pre-VCE and Unit 1 & 2 subjects, not Health and Physical Education, at the end of each semester.

All students are expected to participate in Year 10 Health and Physical Education (five hours / ten-day cycle) and Sport (1½ hours per week) as well as any after school training sessions and matches against other schools. Health and Physical Education is a combination of practical physical education and learning with study skills and wellbeing theory.

School assemblies are conducted in the George Wood Performing Arts Centre and students are expected to attend and participate as required.

PASTORAL CARE

In Year 10, each student is assigned to a Tutorial. The Tutor will usually teach the student; however, this is not always possible. The Tutor should be the first point for parent contact. The Tutor will monitor the academic and social progress of each student and will regularly have a discussion with each student regarding their performance across all areas of school endeavour.

As in Middle School, the Head of School, Year Level Co-ordinators, counsellors and other teaching staff support the Tutor.

HOMEWORK

The School believes in the value of homework on a regular basis. It is difficult to insist on particular lengths of time to be spent each evening but, as a guide, Year 10 students should be spending **two hours** per weeknight completing homework. There will, of course, be times when more than this is required, particularly if students are studying a Unit 1 or 2 subject.

CAMPS AND TRIPS

Camps may be offered as part of the Outdoor Education, Music and Drama programs. Short term exchanges of two-three weeks may be available to China, France and Japan which Year 10 students may wish to consider. Other trips may also be offered that Year 10 students may be able to participate in.

SPORT

All students in Year 10 are to participate in timetabled Sport each Thursday afternoon or in Firsts Training after school on the designated day and also be available to play against other schools as scheduled, most likely on a Saturday. Clear guidelines are set out in the Sport Handbook with regards to Sport, and students and their parents should familiarise themselves with these.

OTHER ACTIVITIES

Students are encouraged to involve themselves in a broad range of co-curricular activities; all students are required to attain a minimum of 30 co-curricular points each year. There is an abundant range of activities offered to Year 10 students in the many musical ensembles, sporting activities, drama productions, community links activities and debating teams. There is also the Year 10 Social, Driver Education and Study Skills sessions. Students are also encouraged to support the Senior School Community Links program by giving some of their time and talents to support others.

YEAR 10 – SUBJECT SELECTION GUIDELINES

CORE SUBJECTS

All students study English, Mathematics and Health and Physical Education in both semesters. Year 10 students must study at least one semester of a Science and Humanities (History / Geography) subject in line with the Australian curriculum. All Year 10 students participate in Sport throughout the year, approximately 1½ hours / week.

YEAR 10 PRE-VCE ELECTIVE SUBJECTS

Students also study a number of pre-VCE (Year 10) electives.

Students not studying a VCE Unit 1 & 2 sequence in Year 10 must select eight semester units.

Students studying a VCE Unit 1 & 2 sequence in Year 10 must select six semester units.

VCE UNIT 1 & 2 STUDIES

A Year 10 student may apply to study one Unit 1 & 2 (Year 11) subject; however, it is not compulsory to do so.

To be eligible to study a VCE Unit 1 & 2 subject in Year 10, students must complete a separate application which is to be completed at the same time as their online Year 10 preferences. They must also obtain sound academic results in all of their Year 9 subjects. Applications are considered by the Year Level Co-ordinators and relevant Head of Department. It may not be deemed appropriate for some students to study a Year 11 equivalent subject in Year 10 even if they have applied for it. Students who are not successful will need to select other Year 10 electives.

The following list outlines the VCE Unit 1 & 2 subjects available to Year 10 students:

- Accounting
- Biology (please see special requirements in the subject description)
- Business Management
- Applied Computing
- Economics
- Food Studies
- Geography
- Health and Human Development
- History – Modern History
- Legal Studies
- Mathematical Methods (an option for Year 9 Accelerated Maths students only)
- Music Performance (pre-approval required from the Director of Performing Arts)
- Media
- Outdoor and Environmental Studies
- Physical Education
- Religion and Society & Ethics

TABLE OF KEY LEARNING AREAS – SUMMARY OF SUBJECTS OFFERED

The (11) indicates that this is a VCE Unit 1 & 2 subject that Year 10 students may study if approved.

Learning Area	Subject	Year Level	Page No
Art, Design and Technology (ADT)	**Why study Art, Design & Technology?**	**10**	11
	Art Creative Practice - Art	10	12
	Art Creative Practice - Photography	10	13
	Visual Communication Design	10	13
	Product Design and Technologies - Textiles	10	14
	Product Design and Technologies - Wood	10	15
Business Studies	**Why study Business Studies?**	**10**	16
	Accounting	10	17
	Business Management	10	18
	Economics	10	19
	Legal Studies	10	20
	VCE Accounting Units 1 & 2	10 (11)	21
	VCE Business Management Units 1 & 2	10 (11)	22
	VCE Legal Studies Units 1 & 2	10 (11)	23
Drama	**Why Study Drama?**	10	24
	Drama	10	25
Digital Technologies	**Why study Digital Technologies?**	**10**	26
	Computing	10	27
	Media	10	28
	VCE Applied Computing Units 1 & 2	10 (11)	29
	VCE Media Units 1 & 2	10 (11)	30
English	**Why study English?**	**10**	31
	English	10	32
	English as an Additional Language (EAL)	10	33
	Literature	10	33
Food Studies	**Why study Food Studies?**	**10**	34
	Food Studies	10	35
	VCE Food Studies Units 1 & 2	10 (11)	36

Health and Physical Education	**Why study Health & Physical Education?**	**10**	37
	Health and Physical Education	10	38
	Physical Education	10	39
	Health and Human Development	10	40
	VCE Health and Human Development Units 1 & 2	10 (11)	41
	VCE Physical Education Units 1 & 2	10 (11)	42
Humanities	**Why study Humanities?**	**10**	43
	Political Players (formerly Flashpoints)	10	44
	Geography Today (formerly Global Issues)	10	45
	War, Boom and Bust	10	45
	Australia and the World	10	46
	Psychology	10	47
	VCE Geography Units 1 & 2	10 (11)	48
	VCE History – Modern History Units 1 & 2	10 (11)	49
	VCE Religion and Society Unit 1 & Ethics Unit 2	10 (11)	50
Languages	**Why study Languages?**	**10**	51
	Chinese Language, Culture and Society	10	52
	Chinese (Second Language / Advanced)	10	53
	French	10	54
	VCE Chinese (First Language) Units 1 & 2	10 (11)	55
	VCE Chinese (Second Language/Advanced) Units 1& 2	10 (11)	56
Mathematics	**Why study Mathematics?**	**10**	57
	Mathematics (Core)	10	58
	Mathematics 10A (Advanced)	10	59
	Specialist Mathematics Elective	10	60
Music	**Why study Music?**	**10**	61
	Music Performance	10	62
	VCE Music Performance Units 1 & 2	10 (11)	63
Outdoor Education	**Why study Outdoor Education?**	**10**	64
	VCE Outdoor and Environmental Studies Units 1 & 2	10 (11)	65

Science	**Why study Science?**	**10**	66
	Biology	10	67
	Chemistry	10	68
	Physics	10	68
	General Science	10	69
	VCE Biology Units 1 & 2	10 (11)	70

Why study Art, Design and Technology?

Art, Design and Technology (ADT) subjects allow students to explore creativity while building valuable skills for school, work, and life. Through hands-on projects, students learn to think critically, solve problems, manage time effectively, and communicate their ideas clearly. These subjects also foster attention to detail, resilience, and an appreciation of different cultures and perspectives.

Studying ADT helps students grow as creative thinkers and adaptable learners, qualities that are highly valued across a wide range of careers. At Yarra Valley Grammar, students can explore three main areas: Art Creative Practice (ACP), Visual Communication Design (VCD), and Product Design and Technologies (PDT). These areas are offered at the VCE level, with Year 10 electives providing a strong foundation for further study.

A key feature of ADT subjects is the folio-based approach, which focuses on documenting the process of thinking and making. Students learn to develop ideas over time, respond to feedback, and refine their work through an iterative process. This emphasis on process encourages creative risk taking, reflection and personal growth.

Students are encouraged to choose subjects that genuinely interest them. A passion for creativity and a willingness to explore visual ideas often lead to greater engagement and stronger outcomes. Success in these subjects requires initiative, a strong work ethic and the ability to think independently. These are qualities that will benefit students now and into the future.

Art, Design and Technology

There are no restrictions on the number of semester units studied in this Learning Area.

ART CREATIVE PRACTICE - ART

Available to: Year 10 students

Suggested Pathway: Year 10 ACP - Art ➔ Units 1 & 2 ACP ➔ Units 3 & 4 ACP

Unit Description

In Year 10 Art Creative Practice - Art, students immerse themselves in various art mediums and techniques, including drawing, painting, printmaking and mixed media. The course entails creating and presenting artworks that explore themes, issues, and ideas, while also incorporating design elements and principles such as line, colour, shape, form, and texture in their development folios. Students generate, develop, and refine ideas through practical application of the design process, structuring and presenting artworks in line with chosen styles and forms, some of which reflect specific artists' explorations. Additionally, students analyse and interpret the content, structure, and aesthetic qualities of artworks, considering their characteristics and role in diverse cultural contexts.

This course will prepare students to continue studying Art Creative Practice at VCE, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Art Folio
- Completed Artworks
- Analysis and Evaluation
- End of Semester Examination

ART CREATIVE PRACTICE - PHOTOGRAPHY

Available to: Year 10 students

Suggested Pathway: Year 10 ACP - Photography ➔ Units 1 & 2 ACP ➔ Units 3 & 4 ACP

Unit Description

In Year 10 Art Creative Practice - Photography, students engage in creating artworks using digital photographic techniques, expanding their understanding of various photographic approaches and methods. They develop ideas and skills through a practical folio, consolidate their abilities by creating original artworks, and explore art theory through the Structural Lens.

This course will prepare students to continue studying Art Creative Practice at VCE, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Art Folio
- Completed Artworks
- Analysis and Evaluation
- End of Semester Examination

VISUAL COMMUNICATION DESIGN

Available to: Year 10 students

Suggested Pathway: Year 10 VCD ➔ Units 1 & 2 VCD ➔ Units 3 & 4 VCD

Unit Description

In Year 10 Visual Communication Design, students explore two main areas: Architecture and Graphic Design. Architecture involves designing buildings and spaces where people live, work, and play. Graphic Design focuses on creating visual messages that clearly communicate ideas, such as logos, branding and packaging.

Students develop creative skills and learn techniques such as sketching, 3D modelling, and prototyping using both manual and digital methods. They may also use tools like 3D printing and laser cutting to bring their designs to life. Through two hands-on design projects, students create architectural and graphic design work while following a clear design process.

This course will prepare students to continue studying Visual Communication Design at VCE, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Architecture Design Folio
- Graphic Design Folio
- Analysis and Evaluation
- End of Semester Examination

PRODUCT DESIGN AND TECHNOLOGIES - TEXTILES

Available to: Year 10 students

Suggested Pathway: Year 10 PDT - Textiles ➔ Units 1 & 2 PDT - Textiles ➔ Units 3 & 4 PDT - Textiles

Unit Description

In Year 10 Product Design and Technologies – Textiles, students are immersed in the intricacies of the design process and product design. They develop skills in crafting products for specific clients within design brief constraints, mastering commercial pattern reading and sewing machine operation. Through research and inspiration gathering, students translate ideas into practical products for end users. Emphasis is placed on safe practices in the textiles industry and utilising risk assessment in their work environment. Utilising the Double Diamond Design Process, students compile a folio and produce a range of final products, all grounded in theoretical and research-based foundations, reflected in their design folios and research projects.

This course will prepare students to continue studying Product Design and Technologies – Textiles at VCE, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student Design Folio
- Production and Evaluation of Final Design
- Analysis and Evaluation
- End of Semester Examination

PRODUCT DESIGN AND TECHNOLOGIES - WOOD

Available to: Year 10 students

Suggested Pathway: Year 10 PDT - Wood ➔ Units 1 & 2 PDT - Wood ➔ Units 3 & 4 PDT - Wood

Unit Description

In Year 10 Product Design and Technologies – Wood, students are introduced to dynamic product design principles, aiming to enhance life quality through functional products. It explores a spectrum of materials, including timber, and new and emerging technologies for sustainable product creation. Research, sketching, 3D printing and Computer Aided Design (CAD) facilitate concept development within a specified design brief. The resulting solutions are documented in design folios, with research underpinning decision-making processes. Utilising the Double Diamond Design Process, students focus on research, drawing methods, and mastering common construction techniques and materials. Sustainable design principles are seamlessly integrated into the design and production process, fostering critical analysis and evaluation of design practices.

This course will prepare students to continue studying Product Design and Technologies – Wood at VCE, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student Design Folio
- Production and Evaluation of Final Design
- Analysis and Evaluation
- End of Semester Examination

Why study Business Studies?

Business is the study of how the world works - how businesses are built, how markets function, how laws are made and how financial decisions shape outcomes. It is practical, rigorous and directly relevant to the lives students are already living and the futures they are planning.

At Yarra Valley Grammar, Business is taught across four disciplines: Accounting, Business Management, Economics and Legal Studies.

Together, these subjects develop the analytical thinking, precise communication and evaluative skills that universities and employers value most and that transfer across every career pathway, from law and medicine to finance, running a business to policy development and the arts.

The Business pathway is designed with purpose. Year 10 courses build genuine disciplinary fluency. VCE subjects deliver rigour and results. Students who follow this pathway arrive at Year 11 and at university ahead.

Students who study Business subjects develop:

- Financial literacy -the ability to read, interpret and act on financial information.
- Legal literacy - an understanding of how law is made, applied and used to protect rights.
- Economic literacy -the capacity to analyse markets, policies and their impact on living standards.
- Business acumen - the strategic thinking and management skills that drive real-world success.

Business subjects are among the most widely studied and respected at VCE level. They provide direct pathways into university courses in Business, Law, Economics, Finance, Business, Arts and Public Policy.

Hard work, genuine curiosity and consistent effort are what the Business faculty asks of its students. In return, it offers some of the most rewarding and practically useful study available at the senior secondary level.

ACCOUNTING

Available to: Year 10 students

Suggested Pathway: Year 9 Commerce and / or Year 9 Wealth and Investment (suggested but not required) ➔ Accounting ➔ Unit 1 Accounting ➔ Unit 2 Accounting ➔ Units 3 & 4 Accounting

Unit Description

This unit provides students with an engaging and rigorous introduction to accounting which is the financial language of business. Students learn how businesses record, report and analyse financial transactions, and how that information is used by owners and stakeholders to make decisions. The course covers the key elements of the accounting equation (assets, liabilities and owner's equity), accounting assumptions and qualitative characteristics, source documents, Cash Receipts and Cash Payments Journals, and the three key financial reports for a service business such as the Cash Flow Statement, Income Statement and Balance Sheet. A strong and deliberate emphasis is placed on ICT. Students participate in dedicated Microsoft Excel sessions across the semester, progressively building a fully linked financial reporting model and a financial indicator dashboard with scenario modelling capability.

Topics covered:

1. **The Role of Accounting and Key Concepts**

Students investigate what accounting is and why it matters. The key elements of the accounting equation, the accounting assumptions and qualitative characteristics that govern financial reporting.

2. **The Paper Trail — Source Documents and the Accounting Equation**

Students identify and classify real-format source documents, apply the two-fold effect of transactions, and build an interactive Excel equation tracker with automatic error-checking.

3. **Cash Recording and Financial Reporting**

Students record cash transactions in the Cash Receipts Journal and Cash Payments Journal — first manually, then in a fully linked Excel reporting model — and prepare the Cash Flow Statement, Income Statement and Balance Sheet for a service business.

4. **Analysis, Modelling and Decision-Making**

Students calculate and interpret financial indicators to diagnose the health of a business, build a scenario modelling dashboard in Excel, and write a structured accountant's reports.

Assessment Tasks

- Tests
- Folio of exercises
- Assignments
- End of semester examination

BUSINESS MANAGEMENT

Available to: Year 10 students

Suggested Pathway: Year 9 Commerce and / or Year 9 Wealth and Investment (suggested but not required) ➔ Business Management ➔ Unit 1 Business Management ➔ Unit 2 Business Management➔ Units 3 & 4 Business Management

Unit Description

This unit introduces students to the world of business through high-energy activities, real-world investigations, incursions, an excursion and a signature business-building challenge while developing the analytical, evaluative and written communication skills required for success in VCE Business Management.

The course is deliberately designed to be different from VCE Business Management Units 1 and 2. It prioritises business thinking, investigative skills and the ability to analyse and evaluate real decisions, so that students encounter the VCE study design in Year 11 well-prepared rather than repeating material they have already studied. Students investigate why businesses succeed and fail, debate corporate social responsibility, develop a complete nine-section Business Plan for their own business concept (presented to an external panel on Pitch Day), visit a real business to observe management in practice, and analyse contemporary Australian business case studies.

Topics covered:

1. **Who Runs the World? — Entrepreneurship and Business Environments**

Students investigate real entrepreneurs and start-up stories, conduct a 'Business Autopsy' of real Australian businesses that failed, and debate corporate social responsibility. Students begin drafting their Business Plan, applying the external environment framework to their own business concept.

2. **Build Your Business — The Business Plan Project**

Students develop a complete nine-section Business Plan across a number of weeks, adding a new section each week through activities including a market research bootcamp, a legal setup workshop, a Marketing Makeover, a PR Crisis Simulation and a mock recruitment exercise.

3. **Behind the Scenes — How Businesses Actually Work**

Students investigate a real business to observe management styles, staffing practices and operations in action. They analyse their observations using management and motivational theory, then apply their learning to a 'Fix This Business' case study investigation.

Assessment Tasks

- Business plan and ‘Pitch Day’
- Case study investigation and analysis
- Test
- End of semester examination

ECONOMICS

Available to: Year 10 students

Suggested Pathway: Year 9 Commerce ➔ Year 10 Economics ➔ Unit 1 Economics ➔ Unit 2 Economics ➔ Units 3 & 4 Economics

Unit Description

This course introduces students to the discipline of economics - the study of how individuals, businesses and governments make decisions about allocating scarce resources. Economics is a highly contextual subject. Students consistently apply theoretical concepts to real-world data, current Australian and global examples, and contemporary economic scenarios. This is not a course about memorising definitions - it is a course about understanding how the world actually works and developing the evidence-based reasoning skills to discuss and evaluate it.

The course covers two fundamental branches of economics. Microeconomics examines how individual markets function - how prices are set, how consumers and producers respond to incentives, and how markets reach equilibrium. Macroeconomics examines the economy as a whole - how economic growth, unemployment and inflation are measured, what drives them, and how government policy seeks to manage them. Students work extensively with real Australian economic data, constructing and interpreting economic diagrams and making evidence-based evaluations of economic performance.

Topics covered:

1. Introduction to Economics - The Economic Problem
Students explore the basic economic problem of relative scarcity and examine how individuals, businesses and governments make decisions about resource allocation. Key concepts include factors of production, opportunity cost, trade-offs, the Production Possibility Curve (PPC), the Circular Flow model and the Three Economic Questions.

2. The Market Mechanism - Demand and Supply
Students investigate how prices are determined through the interaction of demand and supply, applying the laws of demand and supply and analysing the non-price factors that shift each curve. These concepts are applied to real Australian markets.

3. Measuring and Evaluating Economic Performance
Students examine how Australia's economic performance is measured using three key indicators: economic growth (real GDP), unemployment (unemployment rate) and inflation (CPI). They analyse real Australian data, identify trends through the Business Cycle, and evaluate government economic policy using data as evidence.

Assessment Tasks

- Tests
- Data analysis task
- Annotated Visual Displays
- End of semester examination

LEGAL STUDIES

Available to: Year 10 students

Suggested Pathway: Year 9 Introduction to Law and the Economy ➔ Year 10 Legal Studies ➔ Legal Studies Units 1 & 2 ➔ Legal Studies Units 3 & 4

Unit Description

This course introduces students to the basics of Australia's legal system. Students will learn who creates our laws (Parliament and the courts), who enforces them (police and the courts), and how these systems work to protect rights and uphold responsibilities in our community. A strong focus will be placed on how the criminal justice system operates.

The course aims to be engaging and practical, using guest speakers, real-world case studies, and interactive activities. It also provides a strong foundation for students who may wish to continue with Legal Studies in VCE.

Topics covered:

Topic 1: Foundations of Law

Students will explore key legal terms and concepts, learn why laws are needed in society, and understand who is responsible for making and enforcing laws. They'll investigate how Parliament and the courts create laws and what makes laws effective.

Topic 2: Criminal Law and the Legal System

This topic covers the difference between summary and indictable offences, the age of criminal responsibility, and the roles of different courts in criminal cases. Students will also learn about the jury system, the adversary system of trial, and types of sanctions.

Assessment Tasks

- Online test on the foundations of law
- Structured questions and case study analysis
- End of semester examination

VCE ACCOUNTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 9 Commerce and / or Year 9 Wealth and Investment ➔ Accounting ➔ Units 1 & 2 Accounting ➔ Units 3 & 4 Accounting

Unit 1 Description – Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the conceptual framework and financial indicators to measure business performance and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 2 Description - Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the conceptual framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Assessment Tasks

- Tests
- Folio of exercises
- Case studies
- End of semester examination

VCE BUSINESS MANAGEMENT UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 9 Commerce and / or Year 9 Wealth and Investment ➔ Business Management ➔ Units 1 & 2 Business Management ➔ Units 3 & 4 Business Management

Unit 1 Description – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate and the effect of these on planning a business.

There are three outcomes in this unit. The first examines the creation of the business idea and methods to foster a culture of business innovation and entrepreneurship. The second outcome requires students to be able to describe the internal business environment and analyse how factors from within it may affect business planning. The final outcome requires students to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2 Description – Establishing a business

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

There are three outcomes included in Unit 2. The first requires students to explain the importance when establishing a business of complying with legal requirements and financial record keeping and establishing effective policies and procedures. The second outcome requires students to examine the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies. The last outcome is related to staffing and requires students to be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment Tasks

- Case studies
- Tests
- Research tasks
- Oral presentations
- Reporting on site visits, guest speakers, and/or work placement in a small business
- End of semester examination

VCE LEGAL STUDIES UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Law and the Economy ➔ Year 10 Legal Studies ➔ Units 1 & 2 Legal Studies ➔ Units 3 & 4 Legal Studies

Unit 1 Description - The presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years. There are three outcomes in this unit, including Legal Foundations, The Proving of Guilt and Sanctions.

Unit 2 Description - Wrongs and rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study. There are three outcomes in this unit, including Civil Liability, Remedies and Human Rights.

Assessment Tasks

- Case studies
- Tests
- Research tasks
- Oral presentations
- End of semester examination

Why study Drama?

Drama is about communication and the understanding of emotions and the spoken and written word, not about scripts and putting on plays. The study of Drama will certainly prepare students who wish to pursue a career in the area of Performing Arts; however, more than that it will provide a foundation for a whole range of careers. The skills that are learnt by studying Drama, such as teamwork, confidence, analysis and communication are invaluable in later life.

Students choosing Drama need to be creative and have an interest in understanding how we communicate ideas, thoughts and opinions to other people. In today's workforce, a person is expected to make presentations, to be able to speak confidently and deliver information effectively. Students need to prepare to be global workers who travel and work alongside people in different countries; having the ability to communicate and have empathy and understanding, are qualities employers are looking for. Drama teaches teamwork and gives students the skills so they can think on their feet and be able to quickly make decisions and act upon them.

These transferrable skills underpin Drama and are crucial in preparing students to be part of the next generation's workforce. The catchcry around employment is about being creative, thinking outside the box and being able to be flexible in the workplace. Employers most sought after skills are problem-solving, collaboration, critical thinking, creativity, entrepreneurship and communicating. These skills are developed through the study of Drama and are useful for students considering a career in theatre, film, television, law, advertising, journalism, event planning and management, arts management, just to name a few.

Drama requires the ability to perform both in a small group and as a soloist so a student needs to enjoy these aspects. Students will need to be able to develop performance pieces based on their research and ideas and present these to audiences. The majority of the course is performance based and classes are active and will suit students who are creative and passionate about expressing themselves and making connections with people. Students who study Literature or any of the other Arts subjects should consider Drama as a subject to enhance their learning across these areas.

Drama

DRAMA

Available to: Year 10 students

Suggested Pathway: Year 10 Drama ➔ Units 1 & 2 Drama ➔ Units 3 & 4 Drama

Unit Description

Students further develop their play-making techniques as they create, develop and perform drama works. Students are introduced to a variety of theatrical and acting styles. They manipulate conventions and dramatic elements to make dramatic statements, both in ensemble and solo situations. Students are involved in a major performance of a group-devised play to an audience in the evening, where they undertake both an acting and stagecraft role.

Assessment Tasks

- Skill development workshops
- Solo performance
- Class ensemble production
- End of semester examination

Why study Digital Technologies?

COMPUTING

Computing technologies are rapidly evolving, presenting expansive opportunities for forward-thinking individuals to pioneer new innovations and derive novel applications for existing digital resources. Students are equipped with the crucial knowledge and skills to acclimate themselves to this dynamic digital environment. This includes the capability to identify emerging tech trends, envision innovative applications for AI and digital technologies, and contemplate the positive impacts these technologies may deliver to society, both locally and globally.

Students studying Computing build capabilities in critical and creative thinking, and develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings. The inclusion of AI and AI ethics in this curriculum underpins the importance of responsible AI usage and development, further preparing our students for the technologically advanced and ethically conscious future that awaits them.

Computing serves as a conduit to further academic pursuits in diverse fields such as web development, business analysis, computer science, artificial intelligence, machine learning, cybersecurity, data analytics and science, data management, game development, ICT, networking, robotics, software engineering, telecommunications and other digital technology-associated careers.

MEDIA

The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. By gaining insights into how the media is structured and influences us, students develop into stronger communicators. This is a vital skill that transcends all industries, making them more effective individuals regardless of their chosen career path. Studying Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way, complementing subjects such as English.

Students have the unique chance to explore the intricacies of storytelling, mastering not only the art of weaving compelling narratives but also steering through the complex media landscape. The practical component of Media offers students individual freedom to showcase their creativity across various forms. Their works can span from moving images like films and animations, still imagery such as photography, audio products including podcasts, and print creations like magazines and graphic novels. Moreover, they can explore convergent media, blending forms like photography with animation or print with digital games.

Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. In a world where digital literacy is becoming a standard expectation across all workforces, understanding the digital landscape is a necessity. Students studying media are equipped with a toolkit of essential skills that will serve them well in any professional field, be it law, politics, business, project management, marketing, journalism, writing and publication, game design, screen and media or other creative industries.

Digital Technologies

COMPUTING

Available to: Year 10 students

Suggested Pathway: Year 10 Computing ➔ VCE Unit 1 & 2 Applied Computing ➔ VCE Units 3 & 4 Data Analytics and/or VCE Units 3 & 4 Software Development

Unit Description

This course allows students to develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Students will learn both theoretical knowledge and practical skills in data analytics, programming, artificial intelligence, machine learning and cybersecurity. They investigate ethical responsibilities of individuals and security of data through a structured approach to problem solving. By incorporating computational, design and systems thinking, students develop critical awareness of the role technology plays in technical, social and economic impacts of information systems, both currently and into the future.

Assessment Tasks

- Folio
- Practical exercises
- Assignment work
- Written tests
- End of semester examination

MEDIA

Available to: Year 10 students

Suggested Pathway: Year 10 Media ➔ VCE Units 1 & 2 Media ➔ VCE Units 3 & 4 Media

Unit Description

Media is the primary lens through which we understand the world around us, and the capacity to read it critically and use it purposefully is a fundamental skill of modern life. In this subject, students develop the tools to understand how media constructs both reality and fiction, and how audiences engage with, interpret, and respond to the media products that surround them. They examine how genre, codes, and conventions are used to shape representations of people, places, and ideas, and what those representations reveal about the world we live in.

Students apply that understanding through hands-on production work, planning, producing, and distributing their own media products. Working across both moving image and print, students create either a fictional or non-fictional film alongside a companion print product, developing practical skills in storytelling, visual communication, and the craft of media production.

Year 10 Media is a strong foundation for VCE Media, and the analytical and creative skills developed throughout the course complement and strengthen work across subjects.

Assessment Tasks

- Folio
- Practical exercises
- Audio-visual products
- Assignment work
- Written tests
- End of semester examination

VCE APPLIED COMPUTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Units 1 & 2 Applied Computing ➔ Units 3 & 4 Data Analytics and/or Units 3 & 4 Software Development

Unit 1 Description

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution.

In Area of Study 1, as an introduction to data analytics, students respond to teacher-provided solution requirements, designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations. In Area of Study 2, students respond to solution requirements to design and develop a working software solution using an OOP language. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

Unit 2 Description

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

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

Assessment Tasks

- Reports
- Tests
- Visual presentations
- Projects
- End of semester examination

VCE MEDIA UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Units 1 & 2 Media ➔ Units 3 & 4 Media

Unit 1 Description

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

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

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Unit 2 Description

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Assessment Tasks

- Audio visual or video sequences
- Radio or audio sequences
- Photographs
- Print layouts
- Sequences or presentations
- Written responses
- Oral reports
- End of semester examination

Why study English?

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- recognise the role of language in thinking and expression of ideas
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the work place and their own needs and interests
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

English

ENGLISH

English is a core subject. Students must complete English or English as an Additional Language

Available to: Year 10 students

Suggested Pathway: Year 10 English ➔ Units 1 & 2 English / Literature ➔ Units 3 & 4 English / Literature

Unit Description

This course aims to consolidate students' examination of the critical and socio-cultural dimensions of language. Students continue to develop an understanding of how print and non-print texts are constructed and focus on strategies to understand and interpret a range of texts dealing with more complex or abstract themes and issues. The contextual factors involved in the construction and interpretation of texts are highlighted, with particular emphasis being placed on the importance of identifying an audience. Through incorporating oral, written and reading strategies, students develop an increasingly mature understanding of the structures, purpose and functions of language.

Assessment Tasks

- Creative and analytical text responses
- Presentation of issues and arguments
- Oral presentations
- Comparative analysis of literature
- End of semester examination

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Available to: Year 10 EAL students

Suggested Pathway: Year 10 EAL ➔ Units 1 & 2 EAL ➔ Units 3 & 4 EAL

Unit Description

Students whose first language is not English enrol in this subject instead of English classes. The focus of this course is to develop students' English skills in terms of four key areas; speaking, reading, listening and writing. They learn to read extended English texts, expand their vocabulary and improve their writing skills. In addition, students concentrate on grammar and comprehension within different text types and contexts. Students study two texts; a novel and a film. They are also introduced to Australian newspapers, given an introduction to analytical essays and learn to write for different audiences and purposes. This course develops students' key skills in preparation for EAL at VCE level.

Assessment Tasks

- Analytical text essay
- Persuasive essay
- Craft of writing pieces for different audiences and purposes
- Oral presentation
- Essential language skills; grammar and vocabulary
- End of semester examinations

LITERATURE

Available to: Year 10 students

Suggested Pathway: Literature ➔ Units 1 & 2 English ➔ Units 1 & 2 Literature ➔ Units 3 & 4 English ➔ Units 3 & 4 Literature

Unit Description

This course introduces students to Literature as a separate study to English. Students cover a range of literature styles and periods through set texts (print and film). Students may also explore areas of personal literary interest. This is an elective for those who enjoy discussing ideas and may be selected as a semester based elective.

Assessment Tasks

- Oral presentations
- Creative and analytical written tasks
- End of semester examination

Why study Food Studies?

Food plays a vital role in the lives of every individual and connects deeply to our health, culture, environment and society. The ways we grow, produce, purchase, prepare and consume food present both personal and global challenges, including sustainability, food security, ethics, nutrition and environmental impact.

Food Studies is an engaging and practical subject for students interested in understanding the complex nature of food systems and the important role food plays in everyday life. Students explore contemporary issues surrounding food production and consumption while developing the knowledge and skills needed to make informed food choices.

Through both theoretical and practical learning, students gain confidence in preparing a variety of foods that provide nourishment, cultural connection and enjoyment. They also develop critical thinking and enquiry skills to evaluate the constantly evolving information and trends surrounding food and health.

From “paddock to plate,” Food Studies investigates all aspects of the food system, equipping students with lifelong skills and an understanding of how food influences individuals, communities and the wider world.

Food Studies

FOOD STUDIES

Available to	Year 10 students
Suggested Pathway	Year 9 Food Dynamics ➔ Year 10 Food for Life ➔ Unit 1 & 2 Food Studies ➔ Units 3 & 4 Food Studies

Unit Description

In Food Studies, students develop practical skills and knowledge to prepare and select foods that reflect current food, nutrition and health trends. Students explore key nutritional concepts and investigate the impact of modern dietary patterns on health and wellbeing. Through practical cooking experiences, students examine the production and preparation of food with a focus on healthy eating, creating a variety of nutritious meals suitable for adolescents. Assessment includes the development of safe and effective food preparation and hygiene practices, a written test, and a food trends research assignment.

For students who chose to study this subject, there will be an additional cost for food supplied charged to your school account.

Assessment Tasks

- Mid semester test
- Food trends assessment task
- Design task assessment
- End of semester written examination

VCE FOOD STUDIES UNITS 1 & 2

Available to:	Year 10 and 11 students
Suggested pathway	Year 9 Food Dynamics ➔ Year 10 Food for Life ➔ Units 1 & 2 Food Studies ➔ Units 3 & 4 Food Studies

Unit 1 Description - Food origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2 Description – Food makers

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

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

Assessment Tasks

- School-Assessed Tasks that include both written and practical work
- Scientific experiments
- Nutritional analysis
- Product analysis
- Cooking
- End of semester examination

Why study Health and Physical Education?

HEALTH AND HUMAN DEVELOPMENT

Health plays a significant role in the lives of every human being. It is key to the essential functioning of our bodies and minds. Health and Human Development should be considered by those who are interested in understanding the complex nature of health and wellbeing, and human development. Students develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors. This course equips students with strategies that apply to developing health and wellbeing within their own lives as well as understanding the complex nature of health outcomes and inequalities that occur at a population level.

PHYSICAL EDUCATION

Physical Education should be considered by those who are inquisitive about the link between the human body and how it moves, the science of exercise, and the performance and participation of Australians engaging in physical activity. Students participate in practical activities to examine these core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Health and Physical Education

Health and Physical Education is a core subject. Physical Education, Outdoor and Environmental Studies and Health and Human Development are elective subjects.

HEALTH AND PHYSICAL EDUCATION (CORE)

Available to: Year 10 students

Unit Description

This compulsory subject ensures that students have timetabled access during the working week to a balanced lifestyle that includes sufficient physical activity to sustain a healthy mind and body. Students develop their ability to coordinate body movements, adapt to skill variation, transfer prior learning and develop their fitness. Students will also have the opportunity to experience workshops, lectures and learning activities that promote key health messages and develop strategies for effective management of VCE study.

Content

A variety of the following units and activities will be used to meet the aims and objectives of the course:

- world sports, striking games, invasion games, minor and recreational games
- dance, aerobics, yoga
- healthy and communities
- drug, alcohol and sexual education
- sports specific skill enhancement units
- improving sports performance (sports psychology, nutrition and training methods)

Assessment Tasks

- Assessment of strategy and engagement in a range of recreational pursuits
- Assessment of engagement in health promotion and wellbeing messages along with a sexual education assessment task

PHYSICAL EDUCATION

Available to: Year 10 students

Suggested Pathway: Year 10 Physical Education ➔ Units 1 & 2 Physical Education ➔ Units 3 & 4 Physical Education

You would select this subject if:

- you are considering PE as a VCE subject next year
- you are considering a career pathway involving health promotion or health science, coaching, human movement; science or you have an interest in sports management.

Unit Description

This subject is amended from previous years to just focus on the Physical Education curriculum leading into VCE Physical Education.

At the end of this semester, students should be able to understand and have knowledge in the following areas:

- investigate and understand the three major energy systems, experience the energy systems at play during different practical classes and how contributions can differ depending on the activity
- investigate how training can impact your fitness by understanding how to construct a training program and undertaking a four week program. This involves learning about fitness components, fitness tests, training methods and training principles
- investigate a range of performance enhancement methods used by athletes. This includes illegal advantages such as: blood doping, hormone injections and using diuretics or beta blockers. As well as legal advantages such as: carbohydrate loading, hydration strategies, compression clothing, dietary supplements, altitude training, psychological strategies such as meditation and imagery.

Assessment Tasks

- Class tests or case studies applying knowledge learnt from theory and practical classes
- Logbook of practical sessions undertaken
- Visual and other media presentations
- End of semester examination

HEALTH AND HUMAN DEVELOPMENT

Available to: Year 10 students

Suggested Pathway: Year 10 Health and Human Development ➔ Units 1 & 2 Health and Human Development ➔ Units 3 & 4 Health and Human Development

You would select this subject if:

- you are considering Health and Human Development as a VCE subject next year
- you are considering a career pathway involving health promotion or health science, human movement; science or you have an interest in nursing or global health.

Unit Description

At the end of this semester, students should be able to understand and have knowledge in the following areas:

- investigate the role of the community in promoting health. This may include visiting health offerings such as walking groups and leisure centres
- focus on the different dimensions of health and services provided by the community that address mental, physical, emotional, spiritual and social health
- describe and explain the sociocultural factors that affect the health and individual human development of Australia's unborn children
- describe and explain the individual human development of the reproductive stage of youth and adults
- analyse various food models including the Healthy Eating Pyramid, Australian Guide to Healthy Eating and the Australian Dietary Guidelines
- understand childhood development by interacting with ELC and Junior School students at Yarra Valley Grammar, through a range of activities.

Assessment Tasks

- Case study/media analysis task
- Data analysis task
- Tests
- Oral/multimedia presentation tasks
- End of semester examination

VCE HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 10 Health ➔ Unit 1 Health and Human Development ➔ Unit 2 Health and Human Development ➔ Units 3 & 4 Health and Human Development

Unit 1 Description - Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health area of focus.

Unit 2 Description - Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood and examine adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Assessment Tasks

- Case study/media analysis task
- Data analysis task
- Tests
- Oral/multimedia presentation tasks
- Written response/written report
- End of unit examination

VCE PHYSICAL EDUCATION UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 10 Physical Education ➔ Unit 1 Physical Education ➔ Unit 2 Physical Education ➔ Units 3 & 4 Physical Education

Unit 1 Description - The human body in motion

Students examine the fuels and systems that are responsible for generating physical movement at varying intensities, and they work together to produce physical performances. The fatiguing consequences of physical activity and how the body responds will also be examined. Students will also examine how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Students study the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of these systems and their contributions and interactions during exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

Unit 2 Description - Physical activity, sport and society

Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity. Students create and implement an activity plan that meets the physical activity and sedentary behaviour guidelines.

Students will also focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue which may be include declining levels of physical activity across the lifespan, active transport, gender equity in sport, safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, Aboriginal and Torres Strait Islanders and people with disabilities. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends.

Assessment Tasks

- Laboratory projects
- Multimedia presentations, including two or more data types
- Class tests or reports, online and offline
- A physical simulation or model
- An oral presentation such as podcast or debate
- End of semester examination

Why Study Humanities?

Students at Yarra Valley Grammar have a significant advantage as there are a number of great choices to select from in the Humanities. Far from just deciding a career path, these courses enrich how students think, study, communicate and participate in society and in the workforce.

Geography allows students to understand how global societies function, how tourist infrastructure operates and which environmental hazards pose the greatest threats to our cities and communities.

History is not only the study of the past but of the future. Critical analysis of events as well as historians allows for the foundation for studies at university, supports literacy and academic writing and provides context for the nation and the world's precarious problems. Revolutions and Australian History are of benefit to those who wish to go into law, academics, travel, business and teaching.

Politics offers a key understanding of how international politics function and is a critical skill in the ever-changing Australian economy. Careers in business and law are advanced with key knowledge from this pathway.

Psychology has the benefit of teaching students how their mind (and others') works. What better study tool or advantage in the professional world?

Humanities at Yarra Valley Grammar offers a breadth of subjects to aid in academic and personal discovery.

Humanities

At least one semester unit must be studied in the Key Learning Area: Humanities in the subjects History or Geography at Year 10.

POLITICAL PLAYERS

Available to: Year 10 students

Suggested Pathway: Political Players ➔ Units 1 & 2 Modern History ➔ Units 3 & 4 Politics and/or Units 3 & 4 Australian History and/or Units 3 & 4 History Revolutions

Unit Description

Students examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs such as the United Nations, International Criminal Court and the International Monetary Fund), non-state actors (such as human rights groups or terrorist organisations), and ONE Transnational Corporation (TNC). They study and understand the aims, roles and power of these actors via contemporary case studies that have occurred during the past ten years.

The course then continues with a study of global cooperation and conflict, examining key events in a contemporary and changing world, such as the rise of non-democratic states such as Russia and China; Climate Change; People Movement; Terrorism and Border Disputes. Students will analyse the responses of global actors to a global crisis, assessing their effectiveness.

Assessment Tasks

- A political inquiry that is the basis of an essay
- Analysis and evaluation of sources as well as extended responses and short answer
- End of semester examination

GEOGRAPHY TODAY

Available to: Year 10 students

Suggested Pathway: Geography Today ➔ Units 1 & 2 Geography ➔ Units 3 & 4 Geography and/or Units 3 & 4 Politics

Unit Description

We often hear that the world is becoming an increasingly 'global place'. What are some of the issues in making the world a more global community? What are some of the global issues that will remain in the news during your lifetime? The course commences with an exploration of man-made disasters which examines the Chernobyl nuclear crisis and the debate on whether Australia should or should not use nuclear energy as an alternative to fossil fuels. Students discuss food security in the modern world. The course concludes with an investigation into coastal management. This topic is increasingly important with the impact of climate change, including severe storms and sea-level rises. This course examines the dynamic nature of coastal environments and human management, policy, and stakeholder engagement. It will culminate in an opportunity to collect data out in the field to answer a research question in the form of a fieldwork report.

Assessment Tasks

- Test on disasters
- Coastal management fieldwork report
- End of semester examination

WAR, BOOM AND BUST

Available to: Year 10 students

Suggested Pathway: War Boom and Bust ➔ Units 1 & 2 Modern History ➔ Units 3 & 4 Politics and/or Units 3 & 4 History Revolutions

Unit Description

Two World Wars, a boom and a bust characterise Australian history from 1900 to 1945. Why did Australia unite under Federation, and how did that work? After this time, the nation was drawn into war as a result of our ongoing ties with the British Empire. The issue of whether Australia established a new national identity as a result of World War I and the ANZACs is debated as part of this course. The inter-war years (1920s and 1930s) were a boom for some Australians, but not all. The 1930s Depression highlighted the social and economic differences that were already apparent in the 1920s boom. Under its obligations to Britain, Australia again became involved in a World War in 1939. As World War II progressed, Britain could no longer defend Australia and, after the bombing of Pearl Harbour in 1941, Australia looked to the USA as a new common ally in the Pacific against Japan. The course emphasises the use of different learning styles in the study of history.

Assessment Tasks

- Essay involving Australian perspectives
- Extended responses and source analysis
- End of semester examination

AUSTRALIA AND THE WORLD

Available to: Year 10 students

Suggested Pathway: Australia and the World ➔ Units 1 & 2 Modern History ➔ Units 3 & 4 Australian History and/or Units 3 & 4 History Revolutions and/or Units 3 & 4 Politics

Unit Description

The world has changed dramatically since World War II. The period from 1945 to the present has been a period of massive social, political and economic change. New power rivalries emerged after 1945 between the USA and USSR which resulted in the Cold War. Australia's post war migration program became a focus for a new Australia in the 1950s. Australians responded in different ways to the migration process and this led to a number of social movements based around civil rights and equal rights. The popular culture of the 1960s and 1970s reflected these social movements and was important in achieving both political and social change in Australia and the world community. Case studies of the world since 1945 include the impact of popular culture on societies and impact of social movements on everyday life in the second half of the twentieth century.

Assessment Tasks

- Source analysis, short answer and extended response
- Essay
- End of semester examination

PSYCHOLOGY

Available to: Year 10 students

Suggested Pathway: Year 10 Psychology ➔ Units 1 & 2 Psychology ➔ Units 3 & 4 Psychology

Unit Description

This course introduces students to the fascinating and exciting study of Psychology; an area that is continually growing in popularity. It answers a need for pre-VCE students to gain a valuable understanding of mental processes, brain functions, and behaviour. It begins by investigating why Psychology is considered a Science, the key foundations of psychological research and the ethical and safety principles that govern the study. The course then focuses on a variety of specialist fields of psychology and investigates how they may influence our day to day lives.

The following topics may be covered: what is psychology?; the brain and an investigation into drug and alcohol addiction; mental health and wellbeing and the study of mental health disorders; the power of positive psychology; sport/performance psychology and forensic psychology with a focus on criminal behaviour and memory reliability.

Assessment Tasks

- Tests
- Visual Representations
- PowerPoint or video presentations
- Creative responses
- Analysis of case studies and/or experiments
- End of semester examination

VCE GEOGRAPHY UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: The Violent Earth ➔ Geography Today ➔ Units 1 & 2 Geography ➔ Units 3 & 4 Geography or Units 3 & 4 Politics

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Students will explore different kinds of hazards and develop a deep understanding of the world through fieldwork and investigation of a wide range of secondary sources. They will also look at how people travel to different destinations and the immense impact that is derived from this travel.

Unit 1: Hazards and disasters

Unit 1 Geography is centred on the nature of and response to 'Hazards and Disasters'. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, climate change including their causes and impacts, human responses to hazard and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

Unit 2 Geography explores the characteristics of and impact of 'Tourism'. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Assessment Tasks

- Fieldwork reports
- Structured questions
- Case studies
- End of semester examination

VCE HISTORY – MODERN HISTORY UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 9 Images of War and/or Larrikins, Leaders and Legends and/or Yankees, Conflict and Revolution and/or Year 10 War Boom and Bust and/or Year 10 Australia and the World ➔ Units 1 & 2 Modern History ➔ Units 3 & 4 History Revolutions and/or Units 3 & 4 Politics

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. The focus is on Weimar and Nazi Germany as well as the causes of World War II. It investigates the rise and fall of democracy followed by the rise of Nazism and Adolf Hitler, and the role that ideology, politics and the economy had in these changes. The causes of World War II are explored and debated. Exploration into the changes in society and culture are explored with significant depth, looking at art, film, music, gender and sport. The plight of the Jewish people during this period is studied through the examination of social and cultural change during the period, this includes visiting the Jewish Holocaust Centre and viewing such films as 'Schindler's List', 'The Pianist', 'Life Is Beautiful' and 'Cabaret'.

Unit 2: The changing world order

Unit 2 examines some of the main events, competing ideologies and social and challenges and changes that occurred following the end of the Second World War in 1945. It explores the causes, course and consequences of the Cold War, including the birth of the atomic age, the role of the United Nations and the series of proxy wars that followed. The course examines the conflicting political ideologies, in particular communism, democracy and nationalism. The roles and involvements of the USA and USSR are examined looking at the Cuban Missile Crisis as a case study. The role of social and political movements that challenged traditional ideas and values is investigated in the Civil Rights Movement of the USA and Australia, noting how the changes developed and the extent to which they achieved their goals.

Assessment Tasks

- Source analysis
- Essay
- Historical inquiry
- Extended responses
- End of semester examination

VCE RELIGION AND SOCIETY UNIT 1 & ETHICS UNIT 2

Available to: Year 10 and Year 11 students

Unit 1 Description: The role of religion in society

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Religious traditions to be studied will include some of the following; Christianity, Islam, Judaism, Buddhism, Hinduism, Australian Aboriginal religions and religions of the Pacific Islands.

Unit 2 Description: Religion and ethics

Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Unlike morality, ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others. This background is enmeshed with the dominant religious and philosophical traditions of the times. Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. These various values remain fundamental to legal and social systems and constitute the everyday categories of ethical discourse in the modern world.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

Assessment Tasks

- Research tasks
- Essays
- Short answer and extended responses
- End of semester examination

Why study Languages?

Anyone who has enjoyed studying the language and culture of France or China in Middle School should seriously consider continuing their language studies in Senior School. France is a leader in the EEU and French remains one of the few truly global languages spoken on every continent. Our nation's future prosperity is tied to China's growing economy. There are compelling reasons why it is advantageous to study a language in the latter years of school and ideally through to the end of Year 12.

Broadly, language study:

- gives you a skill set that is valuable in the marketplace. Creativity, the ability to analyse, problem solve and deal with abstract concepts, memory retention and communication skills are all enhanced by language learning
- opens up opportunities to work abroad and a competitive edge in career choice. As the world increasingly becomes a global village, employers recognise the value of employees who are able to communicate in another language and have an insight into different countries and peoples
- enables students to study in a foreign country. Many university courses now offer placements overseas
- makes travelling in another country easier and more pleasurable
- promotes tolerance, respect and understanding of other cultures
- improves your understanding of the vocabulary and grammar of English
- develops pathways in the brain. Recent neurological research shows that the brain makes new connections due to language study.

Specifically, at VCE level, language study can:

- increase your ATAR score. All VCAA language subjects include bonus points (to encourage the study of languages) plus a significant scale up. For example, the raw score of 30 (out of 50) was scaled up to 41 in both French and Chinese Second Language in 2020
- improve access to some university courses. Some courses give extra weight to language study when looking at ATAR scores
- give access to the awarding of the VCE Baccalaureate. Students must study a language and a high-level Mathematics at Units 3 & 4 to qualify for this recognition.

In addition to scheduled classes, students are provided with conversation classes every week with native speakers to enhance their oral communication. Our exchange programs also offer the opportunity to participate in an in-country experience, staying in host families and forming ongoing friendships.

The aim of language study at Yarra Valley Grammar is to provide students with the opportunity to be passionate about and be challenged by learning another language so that they will be able to participate more enjoyably and effectively in the global community.

Languages

There are no restrictions on the number of semester units studied in the Key Learning Area: Languages.

CHINESE LANGUAGE, CULTURE AND SOCIETY

Available to:	Year 10 students
Suggested Pathway:	Year 9 Chinese ➔ Year 10 Chinese, Culture and Society ➔ Units 1 & 2 Chinese Language, Culture and Society ➔ Units 3 & 4 Chinese Language, Culture and Society

Semester 1 Description

Topics covered in this course centre around school, modes of transport and leisure activities. Learning activities include reading about and describing school subjects and assessment; performing role-plays about school life; playing vocabulary and grammar building games; participating in online conversations; writing personal letters and postcards; and listening to and reading articles about life in China. Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students enhance their conversation skills by developing their ability to respond in impromptu conversations and deliver extended oral presentations. They listen to a range of Chinese speakers and read a variety of texts on the topics being studied. Long pieces of writing are required in a wide variety of text types, demonstrating increasing complexity of grammatical structures and the ability to use tense markers.

Semester 2 Description

Topics covered in this course centre around appearances, travel and holidays, feeling sick and celebrations. Learning activities include reading and writing letters, emails, blogs and postcards; reading articles about travel, playing language building games, creating role-plays about celebrations, listening to dialogues and discussing illnesses. By the end of this course, students should be able to produce written texts of approximately 250 words, in a combination of Pinyin and Characters, incorporating a range of text types and participate in discussions and presentations, which inform, compare or state a point of view. In addition, they should be able to demonstrate comprehension of both written text and spoken material, giving both gist and detail in their responses. They should also be able to employ the use of the present, past and future time markers, as appropriate in both written and spoken situations.

Students will also be assessed on their understanding of aspects of Chinese culture, such as family life and education. This assessment will be undertaken in English.

Assessment Tasks

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- End of semester examination

CHINESE (SECOND LANGUAGE/ADVANCED)

Available to:	Year 10 students
Suggested Pathway:	Year 9 Chinese ➔ Year 10 Chinese Second Language ➔ Units 1 & 2 Chinese Second Language/Advanced ➔ Units 3 & 4 Chinese (Second Language/Advanced)
Eligibility:	VCAA stated eligibility requirements to be enrolled in Chinese Second Language or Second Language Advanced For **Second Language** they are that: ▪ students must not have had 12 months or more education where Chinese is the main medium of instruction OR ▪ three years (36 months) or more residence in any of the 44 nominated countries/regions, including China, Taiwan, Hong Kong, or Macau For **Second Language Advanced** they are that: ▪ students cannot have had seven years of education where Chinese is the main medium of instruction ▪ the highest level of education in a school where Chinese is the main medium of instruction is no greater than the equivalent of Year 7 in a Victorian school

Unit 1 Description

Topics covered in this course centre around school, modes of transport and leisure activities. Learning activities include reading about and describing school subjects and assessment; performing role-plays about school life; playing vocabulary and grammar building games; participating in online conversations; writing personal letters and postcards; and listening to and reading articles about life in China.

Equal emphasis is placed on each of the four macro skills: listening, speaking, reading, and writing. Students enhance their conversation skills by developing their ability to respond in impromptu conversations and deliver extended oral presentations. They listen to a range of Chinese speakers and read a variety of texts on the topics being studied. Long pieces of writing are required in a wide variety of text types, demonstrating increasing complexity of grammatical structures and the ability to use tense markers.

Students will also be assessed on their understanding of the Chinese language and aspects of Chinese culture. Assessments will be undertaken in both English and Chinese.

Note that dependent upon numbers this may be a combined class.

Assessment Tasks

- Oral tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
- End of semester examination

FRENCH

Available to:	Year 10 students
Suggested Pathway:	Year 9 French ➔ Year 10 French ➔ Units 1 & 2 French ➔ Units 3 & 4 French

Semester 1 Description

Topics covered in this course centre around self and family descriptions, sports and leisure activities and holidays. Learning activities include reading about and describing holiday experiences; performing role-plays about making holiday reservations and reading celebrity profiles; playing vocabulary and grammar building games: writing personal letters and postcards; and listening to and reading articles about leisure activities. Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students enhance their conversation skills by developing their ability to respond in impromptu conversations and deliver extended oral presentations. They listen to a range of French speakers and read a variety of texts on the topics being studied. Knowledge of vocabulary and grammar is consolidated through the use of Education Perfect. Long pieces of writing are required in a wide variety of text types, demonstrating increasing complexity of grammatical structures and the ability to use past tenses.

Semester 2 Description

Topics covered in this course centre around the environment, shopping, going out, comparing life in the past and the present, and the future. Learning activities include reading and writing letters, memoirs and postcards; reading articles about environmental problems, playing language building games, creating role-plays about making a telephone call to organise an outing; listening to dialogues in shops; and discussing future plans. Knowledge of vocabulary and grammar is consolidated through the use of Education Perfect. By the end of this course, students should be able to produce written texts of approximately 250 words incorporating a range of text types and participate in discussions and presentations, which inform, compare or state a point of view. In addition, they should be able to demonstrate comprehension of both written, visual and spoken material, giving both gist and detail in their responses. They should also be able to employ the use of the present, past, and future tenses as appropriate in both written and spoken situations.

Assessment Tasks

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- End of semester examination

VCE CHINESE (FIRST LANGUAGE) UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Units 1 & 2 Chinese First Language ➔ Units 3 & 4 Chinese First Language

Eligibility: VCAA state eligibility requirements to be enrolled in Chinese First Language Advanced. They are that students must enrol in this subject if:

- they have had more than seven years of education where Chinese is the main medium of instruction
- they have completed any schooling equivalent to Year 7 in a school where Chinese is the main medium of instruction

Unit 1 Description

Topics covered during Unit 1 centre around our personal world, including personal qualities, EQ and personality, relationships with family friends, aspirations and expectations. Other topics include personal beliefs and ideals, the nature and future of work, Personal priorities, contributing to the community, caring for the environment, housing/rural and urban life, changing lifestyle, education, significant experiences and ancient philosophers. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to an issue of interest or concern; listen to, read and reorganise information and ideas from spoken and written texts; and produce a personal response to a fictional text.

Unit 2 Description

Topics covered during Unit 2 centre around modern and traditional Chinese art, music and dance, the impact of travel, leisure activities, sports and social groups, personal beliefs, religions in China, inventions, proverbs and idioms, legends and myths, modern and classical literature, significant time periods, mass media, human rights in the world today and peace. By the end of this unit, students should be able to: participate in a spoken or written exchange focusing on the resolution of an issue; listen to, read, and extract and compare information and ideas from spoken and written texts, and produce an imaginative piece in spoken or written form.

Assessment Tasks

- Oral task
- Listening and responding task
- Reading and responding task
- Writing task
- End of semester examination

VCE CHINESE (SECOND LANGUAGE/ADVANCED) UNITS 1 & 2

Available to:	Year 10 and Year 11 students
Suggested Pathway:	Year 11 Chinese ➔ Units 1 & 2 Chinese (Second Language/Advanced) ➔ Units 3 & 4 Chinese (Second Language/Advanced)
Eligibility:	VCAA stated eligibility requirements to be enrolled in Chinese Second Language or Second Language Advanced. For **Second Language** they are that: ▪ students must not have had 12 months or more education where Chinese is the main medium of instruction OR ▪ three years (36 months) or more residence in any of the 44 nominated countries/regions, including China, Taiwan, Hong Kong, or Macau For **Second Language Advanced** they are that: ▪ students cannot have had seven years of education where Chinese is the main medium of instruction ▪ the highest level of education in a school where Chinese is the main medium of instruction is no greater than the equivalent of Year 7 in a Victorian school

Unit 1 Description

Topics covered during Unit 1 centre around friendship, family, leisure pursuits, extracurricular activities, the regions of China, social etiquette and daily routines. Learning activities include reading and writing letters for a pen pal page; comparing schooling and social activities in China and Australia; writing personal letters, postcards and articles; discussing issues in impromptu situations; and researching a region of China in preparation for an oral presentation about that region. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Description

Topics covered during Unit 2 centre around the world of school, work, the environment, shopping, health and social issues, and peer pressure. Learning activities include building the practical skills of writing a résumé, a letter of application and developing interview techniques; viewing a film and presenting a review; reading and writing holiday journals; and discussing environmental issues. By the end of this unit, students should be able to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, extract and use information and ideas from written and spoken texts; and give expression to real or imaginary experience in written or spoken form.

Assessment Tasks

- Oral task
- Listening, reading and/or viewing tasks
- Writing task
- End of semester examination

Why study Mathematics?

Not only is mathematics used on a daily basis in everyday life, it is also used in many other school subjects and in many different careers and workplaces.

In daily life some of the more obvious examples are: telling the time, shopping and calculating the prices of purchases, personal banking, cooking and following recipes, playing cards and doing puzzles, home renovations calculations.

Mathematics is used in many other subjects: the sciences of biology, chemistry and physics, the business studies subjects of accounting and economics, psychology, food technology, all fields of engineering, computer and technology studies and even in the arts of sculpture, drawing and music.

When learning mathematics you focus on how to think logically and solve problems using a logical sequence of steps. Mathematics teaches you how to be precise in thoughts and words and is considered an international language as the symbols used are universal and cut across borders.

The skills learnt in mathematics transfer to many different areas of education and the workplace. Those who qualify in mathematics are in the fortunate position of having a wide range of education and career choices available to them.

Mathematics

Mathematics is a core subject. Students are asked to select the most appropriate Mathematics option for them based on their ability, previous assessment results and anticipated studies in Mathematics in the Victorian Certificate of Education (VCE). Teachers will suggest a pathway for consideration.

MATHEMATICS (CORE)

Available to: Year 10 students

Suggested Pathway: Year 10 Mathematics ➔ Units 1 & 2 General Mathematics ➔ Units 3 & 4 General Mathematics

Unit Description

This course is designed to provide students with essential mathematical skills and knowledge in the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are encouraged to apply their mathematical knowledge in the solution of mathematical problems in unfamiliar situations and to further develop their skills in the area of relevant technology. In Semester 1, students study measurement, linear relations, probability and indices and surds. In Semester 2, students study quadratic functions and their applications, statistics and financial mathematics. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

- Investigations, problem solving tasks
- Topic tests assess students' proficiency in understating, fluency, problem solving and reasoning
- End of semester examination

MATHEMATICS 10A (ADVANCED)

Suggested Pathway: Year 10A Mathematics ➔ Units 1 & 2 Mathematical Methods

Year 10A Mathematics ➔ Units 1 & 2 Mathematical Methods and/or Units 1 & 2 Specialist Mathematics and/or Units 3 & 4 General Mathematics ➔ Units 3 & 4 Mathematical Methods and/or Units 3 & 4 Specialist Mathematics

It is recommended that only students who were able to maintain an average of 65% or higher in Year 9 Mathematics consider this pathway.

Description

This course is designed to provide students with essential mathematical skills and knowledge in the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students work at the Advanced level of the Australian Curriculum. Students are encouraged to apply their mathematical knowledge in the solution of mathematical problems in unfamiliar situations and to further develop their skills in the area of relevant technology. In Semester 1, students study measurement, linear relations, probability and indices and surds. In Semester 2, students study trigonometry, algebraic factorisation, quadratic functions and their applications, similarity and congruence and exponential functions. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

- Investigations, problem solving tasks
- Topic tests assess students' proficiency in understanding, fluency, problem solving and reasoning
- End of semester examination

SPECIALIST MATHEMATICS

Suggested Pathway: Year 10A Mathematics & Year 10 Specialist Mathematics ➔ Units 1 & 2 Specialist Mathematics (in conjunction with Unit 1 & 2 Mathematical Methods) ➔ Units 3 & 4 Mathematical Methods and Units 3 & 4 Specialist Mathematics

Duration of elective: One semester

Description

This elective is a one semester elective studied in addition to the Year 10A (Advanced) Mathematics program.

It is intended for students who wish to explore the study of mathematics beyond the core Year 10 program. Students who complete the program will have a strong foundation for VCE Mathematical Methods and Specialist Mathematics.

There is a strong emphasis on problem solving, mental processes, spatial intuition, logical reasoning and working and thinking mathematically. Each area of study contains challenging problems and investigations.

Students study Circle Geometry, Circles, Hyperbolas and Simultaneous Equations, Applied Trigonometry and Trigonometric Functions, Exponentials and Logarithms, Direct and Inverse Proportion, Polynomials, Combinatorics, Functions and Inverse functions, Modulo Arithmetics and Base numbers.

Assessment Tasks

- Investigations, problem solving tasks
- Topic tests assess students' proficiency in understanding, fluency, problem solving and reasoning
- End of semester examination

Why study Music?

Many students enjoy being involved in the Music program at Yarra Valley Grammar by playing or singing in an ensemble outside of class time; however, fewer consider that there is also the opportunity to study Music as a subject, all the way through to VCE level.

Some students (and parents) take the view that if they do not plan to be a professional musician then there is no reason to study Music as a subject, but to do so would be to overlook the multitude of crucial life-skills that can be developed through studying Music as a subject - all whilst doing something that they love.

Do you hope to be a Doctor? Or a Lawyer? Then you need to be good at performing under pressure and being able to bring your best when it really counts. Music Performance is excellent at developing both of these skills, which are both taught and assessed in the subject. Do you hope to have a career where presentation skills are important? When presenting with confidence is critical? There are few occupations where these skills are not crucial - and Music Performance teaches you how to excel in these areas.

Students who enjoy playing music and have reached somewhere around AMEB Grade Three level on their instrument by Year 9 are ideally placed to study VCE Music Performance. Students who are committed, and who enjoy playing their instrument, can expect to achieve very good to excellent marks, whilst doing something about which they are passionate, rather than reading books or writing essays. Students who enjoy making use of their creative side and are looking for an outlet to express themselves will enjoy studying Music Performance as a subject.

There are three streams of Music that can be studied at VCE level:

- Music Contemporary and Repertoire Performance (the most common choice, for performers on all instruments and voice, and in all styles)
- Music Inquiry (for those who want to perform and research in detail one style or genre of music)
- Music Style and Composition (for those passionate about creating their own music).

Music

MUSIC PERFORMANCE

Available to: Year 10 students

Suggested Pathway: Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit Description

Music Performance is designed for students intending to study Music at VCE level and develops the practical, theoretical and creative skills required for senior music studies.

Students will develop performance skills on their chosen instrument or voice as both soloists and ensemble musicians, preparing a recital program for performance at the end of the semester. They will also strengthen their musicianship through the study of music theory, aural skills and musical analysis, while exploring composition and music technology using industry-standard software.

Throughout the course, students will:

- Develop solo and ensemble performance skills
- Build music theory and aural knowledge
- Explore composition, arranging and music technology
- Analyse a variety of musical styles and genres
- Develop effective rehearsal and performance techniques

Students undertaking this subject should be receiving regular instrumental or vocal tuition.

Assessment Tasks

- Performance recital (solo and ensemble)
- Composition and arranging task
- Musicianship examination (theory and aural)

VCE MUSIC PERFORMANCE UNITS 1 & 2

Available to:	Year 10 and 11 students (prior approval required by the Director of Performing Arts)
Suggested Pathway:	Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit 1 Description

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2 Description

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Assessment Tasks

- Group and solo performance
- Analysing for performance
- Aural and theory skills
- Analysis of music
- Original composition
- End of semester examination

Why study Outdoor Education?

OUTDOOR AND ENVIRONMENTAL STUDIES

Outdoor and Environmental Studies should be considered by those who are fascinated about the exploration of environmental issues, the interactions we have with various environments, and Victoria's environmental history. Students who participate in this course learn unique skills in a range of outdoor pursuits, whilst developing a greater understanding of our influence on specific environments and how society can move towards a more sustainable future.

Outdoor Education

VCE OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Unit 1 Outdoor and Environmental Studies ➔ Unit 2 Outdoor and Environmental Studies ➔ Units 3 & 4 Outdoor and Environmental Studies

Unit 1 Description - Connections with outdoor environments

Unit 1 examines the ways in which humans understand and relate to outdoor environments in the context of a variety of outdoor experiences. The unit focuses on different types of coastal, bush land and wetland biomes, with students developing an understanding of these environments through practical experiences. Students learn practical skills related to minimising their impact through use of codes of conduct, as well as planning for safe and sustainable participation in outdoor environments. Types of environments and indigenous understandings are investigated via rafting and mountain biking in King Valley. Whilst the safe and sustainable ways of engaging with Victoria's coastline is explored via an extended journey along Great Otways National Park. Navigation and map reading is also taught via orienteering lessons and practical applications in a range of environments.

Unit 2 Description - Discovering outdoor environments

Unit 2 focuses on the impact of indigenous and non-indigenous Australians on Victorian and global environments. This unit includes investigation into Victorian Alpine areas as students undertake analysis of human conceptions of nature, as well as human interactions with these environments. Students analyse activities such as conservation, economic interactions and recreation, exploring the environmental impacts related to these activities. Students may engage in practical experiences such as cross-country skiing, tree planting, bushwalking and surfing, in the locations they investigate within the classroom. There will also be a focus on planning and conducting peer-led outdoor activities. Locations have included Alpine National Park, Port Phillip Bay and other local environments in the past. All activities focus on minimal impact practices.

Assessment Tasks

- Case studies
- Data analysis
- Written responses
- Ongoing logbook of practical experiences
- End of unit examination

Why study Science?

Science is the area of study where students:

- learn about the biological, chemical, physical and technological world
- plan and conduct investigations to test scientific ideas and explanations
- understand that scientific knowledge has been developed over time by scientists from cultures all around the world
- learn that the scientific understanding of the world is constantly changing due to continuing research and new technology.

Students often ask the question: why do we have to do Science? The answer is so students can:

- understand the world around them and their role in that world
- understand the role science plays in our society
- develop skills of planning and conducting investigations, gathering information, teamwork and evaluating their findings
- act responsibly when using scientific equipment and applying scientific knowledge.

Science education enables students to:

- develop the confidence, knowledge and skills to find answers to their own questions about the workings of the biological, chemical, physical and technological world and become better informed citizens
- attempt to find solutions to problems arising from their own needs and experiences in daily life
- take a confident part in public debate and decision making about science
- appreciate the achievements of scientists and their research (including Australian scientists)
- value the scientific contributions and achievements of people from many different cultures.

Science

A minimum of one semester unit and a maximum of two semester units in the Key Learning Area: Science. Students who are considering studying a science subject in Year 11 should study two science electives in Year 10 (not including General Science, which is only recommended for students who do not intend to continue their studies in science at the VCE level). Students wishing to study VCE Units 1 & 2 Biology will need to have achieved a minimum 80% grade average in Year 9 core science in both semesters and be approved by the Year Level Co-ordinator and Head of Science as meeting the entry requirements for advanced study.

BIOLOGY

Available to: Year 10 students

Suggested Pathway: Year 10 Biology ➔ Units 1 & 2 Biology ➔ Units 3 & 4 Biology

Unit Description

Students study genetic inheritance in organisms with an emphasis on human inheritance patterns. Genes, chromosomes and inherited diseases are investigated. The link between DNA and proteins is explored. The manipulation of DNA using advanced biotechnological techniques to enhance animal and plant traits is investigated. Students will also explore changes in DNA over time and the evolution of species.

Assessment Tasks

- Topic test
- Data analysis task
- Practical report
- End of semester examination

CHEMISTRY

Available to: Year 10 students

Suggested Pathway: Year 10 Chemistry ➔ Units 1 & 2 Chemistry ➔ Units 3 & 4 Chemistry

Unit Description

Students study the structure of the atom and the central importance of the Periodic Table. The different types of bonding between atoms is explored. Students investigate a range of chemical reactions, including but not limited to precipitation, metals and displacement reactions. They will also be introduced to the essentials of organic chemistry and some of the applications associated with this field. The importance of transferable key science skills are emphasised to students throughout the course.

Assessment Tasks

- Topic tests
- Practical reports
- Data analysis tasks
- End of semester examination

PHYSICS

Available to: Year 10 students

Suggested Pathway: Year 10 Physics ➔ Units 1 & 2 Physics ➔ Units 3 & 4 Physics

Unit Description

Two key areas of physics are investigated. Mechanics investigates the physics of motion in relation to the car and other moving objects. Forces, mass, gravity, inertia, speed, acceleration and safety are investigated. Analysis of primary and secondary data is performed on the motion of objects which includes graphical analysis and mathematical treatment of data. Students also study light, investigating its properties and behaviour, including reflection and refraction. Light is studied in the context of both mirrors and lenses.

Assessment Tasks

- Topic tests
- Practical reports
- Data analysis tasks
- End of semester examination

GENERAL SCIENCE

Available to: Year 10 students

Suggested Pathway: General Science ➔ No Science subjects at VCE

Unit Description

This elective subject includes topics from Biology, Chemistry and Physics and is designed to provide students with a practical insight into each discipline. The Chemistry component includes the study of acids and bases; Physics covers the basics of motion; and Biology introduces students to inheritance and evolution. This elective is recommended for students who do not intend to continue their studies in science at the VCE level.

Assessment Tasks

- Topic tests
- Practical reports
- Projects and data analysis
- End of semester examination

VCE BIOLOGY UNITS 1 & 2

Available to:	Year 11 students and Year 10 students who have averaged 80% or higher in Year 9 Science across both semesters.
Suggested Pathway:	Year 10 Biology ➔ Units 1 & 2 Biology ➔ Units 3 & 4 Biology

Unit 1 Description

Unit 1 'How do organisms regulate their functions?'

Students examine cells and cell membranes. Students explore cell growth, replacement and death. They become familiar with the cell cycle and cell division. Students consider the properties of stem cells and their role in differentiation.

Students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals.

Students adapt or design and then conduct a scientific investigation to generate data, organise and interpret the data, and reach a conclusion to the research question.

Unit 2 Description

Unit 2 'How does inheritance impact on diversity?'

Students describe the production of gametes in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. Students explain how a trait can be influenced by genes and environmental factors. They apply their knowledge to analyse pedigree charts and determine patterns of inheritance.

Students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate reproductive cloning technologies. They explore the biological importance of genetic diversity and the adaptations that enable species to survive in an ecosystem. Students explore the interdependencies between species. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Assessment Tasks

- Logbook
- Data analysis tasks
- Media article analysis
- Simulation and modelling tasks
- Report on a contemporary bioethical issue
- End of semester examinations