

# Curriculum Handbook

## Years 9 & 10 2012



This document when viewed electronically has links from the **index** to each subject outline

## Introduction

The purpose of this handbook is to provide a resource for students and parents/guardians to assist them with the selection of subjects for Years 11 – 12. At St Catherine's School, we believe that the process of subject selection needs to incorporate strategic planning, evaluation and revision, as well as accommodate individual interests and abilities.

Students in Years 9 & 10 undertake a combination of Core and Elective subjects, designed to develop skills further, broaden outlooks and refine learning styles. Year 10 students may elect to study one Unit 1 & 2 VCE subject. Acceleration into a VCE study allows for additional intellectual challenge, exposure to VCE assessment and learning styles, and may enable students to complete a Units 3 & 4 study in Year 11.

## How do I choose subjects?

Important things to consider prior to VCE subject selection:

- Choose subjects you enjoy and for which you show aptitude. This will help you to be motivated, gain good results and utilise your best learning styles.
- At Years 11 & 12, choose subjects which are prerequisite studies. Prerequisite studies are subjects which must be completed at VCE for certain university courses. These are listed in VICTER, which is provided to students at Year 10, or at CourseLink on the VTAC website at [www.vtac.edu.au](http://www.vtac.edu.au). It is very important to be aware of the prerequisite studies. Students are encouraged to confer with the Careers Coordinator, Mrs vander Poel.
- A link to CourseLink and also the VCAA Study designs for VCE Subjects can be found at the bottom of each page.
- Do not choose VCE subjects because of *scaling*.

At times it is possible for students to do ONE VCE Subject a year ahead, either one Unit 1 and 2 Study in Year 10, or one Unit 3 and 4 Study in Year 11. This does have the advantage of providing students with additional VCE experience, but is not appropriate for all students. There are many VCE subjects that should not be taken a year in advance due to the sequential or complex nature of the studies.

VCE studies that may be appropriate complete a year ahead include:

- Accounting, Business Management, 20th Century History, History Revolutions, Geography
- Media
- Physical Education, Health and Human Development, VET Sport and Recreation
- Psychology, Biology
- Further Mathematics
- French, Japanese (in special circumstances, subject to approval)

To achieve the best possible results, students should wait to the appropriate year to commence a VCE Study, having the maximum prior experience and maturity. Commencing a subject a year earlier should be used to enable a student to broaden their experiences rather than to maximise their results in an area of particular interest or passion. Students may apply to attempt a VCE subject early. A decision will be made as to how appropriate this would be, based on the students previous achievements in that subject, the subject selected and the possible career pathways that would be effected.

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## Selecting VCE Units in Year 10

If students are selecting VCE Unit 1 & 2 sequences for completion in **Year 10**, they are required to submit a written application. The application will then be followed by discussions with the Career Practitioner and the VCE Coordinator who will discuss the suitability of subject selection and acceleration based on possible career path and the individual student's academic progress.

## How do I know what career will suit me?

At St Catherine's we work through a sequential career program starting at Year 9. This allows students to complete sufficient research and to develop the skills which will allow them to choose the best career path.

This includes two main processes:

### 1. Self-awareness

Knowing more about themselves enables students to choose careers which best suit their interests, skills, values and goals.

### 2. Accessing Resources

Being aware of the resources available, both in and out of school, allows students to be thoroughly informed and aware. The subjects offered in any given year are dependent on evaluation of the School's physical resources and staff expertise. Although we make every effort to meet the subject selection preferences of individual students, some subjects may not run to insufficient demand.

We look forward to working in partnership with students, parents and guardians to offer timely, relevant and individualised advice on subject selection.

## Subject Selection Process

Students are asked to provide an initial subject requests, indicating their preferences for a course for the following year. This information is then used to generate a set of subject blocks (timetable structure), designed to accommodate as many students preferences as possible.

Once this blocking has been generated, students then formally request subjects based on the blocking generated by their first preferences.

It is important to note that some subjects originally offered for selection may not run or that on occasions students may have to make a decision between two subjects that are blocked on together.

Please note, in particular, that the Mathematics options available in Year 11 have recently altered: General Mathematics at Year 11 now comprises Further, and Specialist (previously GMA); while an alternative Mathematics has been introduced, Foundation Mathematics Units 1 & 2, (a terminal study). Mathematical Methods remains unchanged. These changes were made to clarify the pathways at VCE.

## Four Year Overview

The tables below show the Core and Elective subjects taken by students in Years 9 - 12.

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Year 9	Sem 1	ENG	MATHS	SCI	PE/HPD	Australia: The Emerging Nation	Elect 1	Elect 2	Elect 3
	Sem 2	ENG	MATHS	SCI	PE/HPD	GEOG	Elect 4	Elect 5	Elect 6

Year 10	Sem 1	ENG (or ESL)	MATHS	SCI	PE	Health and Personal Dev't	Elect 1	Elect 2	Elect 3*
	Sem 2	ENG (or ESL)	MATHS	SCI	PE	Elect 4	Elect 5	Elect 6	Elect 7*

\* If appropriate a student may select to complete one Unit 1 / 2 sequence while in Year 10

Year 11	Sem 1	Unit 1 Study 1 ENG (or ESL)	Unit 1 Study 2	Unit 1 Study 3	Unit 1 Study 4	Unit 1 Study 5	Unit 1 Study *6
	Sem 2	Unit 2 Study 1 ENG (or ESL)	Unit 2 Study 2	Unit 2 Study 3	Unit 2 Study 4	Unit 2 Study 5	Unit 2 Study *6

\* If appropriate a student may select to complete one Unit 3 / 4 Sequence while in Year 11

Year 12	Sem 1	Unit 3 Study 1 ENG (or ESL)	Unit 3 Study 2	Unit 3 Study 3	Unit 3 Study 4	Unit 3 Study 5
	Sem 2	Unit 4 Study 1 ENG (or ESL)	Unit 4 Study 2	Unit 4 Study 3	Unit 4 Study 4	Unit 4 Study 5

# Subject Selection Timeline

Wednesday 29 June	Subject Expo Presentations Years 8-11 (Students only) Faculty Subject Expo Online handbook and subject request form available via Parent Portal and Student S:Drive
Tuesday 26 July	Subject Information Night (Parents/ Guardians and students) <ul style="list-style-type: none"> <li>• Years 9 and 10 (2012) 7.00pm</li> <li>• Years 11 and 12 (2012) 8.00pm</li> </ul>
End of Term 2 and early Term 3	Students to consult with relevant staff
Friday 5 August	All subject requests due to Student Services
Week commencing 8 August	Faculty Leaders review subject requests Students may be required to reconsider subject requests
End of Term 3	Blocking structure released based on initial subject requests. Students may be required to reselect subjects based on the blocking or if classes do not have sufficient numbers to be offered.
First weeks of Term 4	Subject selections confirmed and communicated with students.
Wednesday 30 November to Monday 5 December	Senior Student Panel Interviews (All Yr 10, 11 and some Yr9) to generate discussion about student performance in the examinations and any impact this may have on appropriate courses for the following year.

## Staff to contact for advice

<b>CAREERS COORDINATOR</b> Advice on all prerequisite subjects, course design, tertiary courses	<b>Mrs Pauline vander Poel</b>	<a href="mailto:pvanderpoel@stcatherines.net.au">pvanderpoel@stcatherines.net.au</a>
<b>FACULTY LEADERS</b>		
<b>ARTS</b>	<b>Mrs Brigid Weereratne</b>	<a href="mailto:bweereratne@stcatherines.net.au">bweereratne@stcatherines.net.au</a>
<b>ENGLISH</b>	<b>Mrs Ceri Lloyd</b>	<a href="mailto:clloyd@stcatherines.net.au">clloyd@stcatherines.net.au</a>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>Ms Debbie Thompson</b>	<a href="mailto:dthompson@stcatherines.net.au">dthompson@stcatherines.net.au</a>
<b>HUMANITIES</b>	<b>Mr Bryan Wood</b>	<a href="mailto:bwood@stcatherines.net.au">bwood@stcatherines.net.au</a>
<b>LANGUAGES (LOTE)</b>	<b>Mrs Jane Torii</b>	<a href="mailto:jtorii@stcatherines.net.au">jtorii@stcatherines.net.au</a>
<b>MATHEMATICS</b>	<b>Mrs Janette Matt</b>	<a href="mailto:jmatt@stcatherines.net.au">jmatt@stcatherines.net.au</a>
<b>SCIENCE</b>	<b>Ms Vanessa Jackson-McRae</b>	<a href="mailto:vjacksonmrae@stcatherines.net.au">vjacksonmrae@stcatherines.net.au</a>
<b>TIMETABLE COORDINATOR</b> Information about the subject selection process, deadlines, availability of subjects, timetable considerations.	<b>Mr Tim Olsen</b>	<a href="mailto:tolsen@stcatherines.net.au">tolsen@stcatherines.net.au</a>
<b>DIRECTOR OF STUDENT WELLBEING</b> Information pertaining to the selection of students for Educational Support classes	<b>Mrs Lyn Henshall</b>	<a href="mailto:lhenshall@stcatherines.net.au">lhenshall@stcatherines.net.au</a>

# CORE: Year 9 English

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In Year 9 English, students study a close examination of language and the uses of language.

- Read a range of texts, and develop your understanding of the contemporary mass media.
- Practise writing creatively, analytically and persuasively for a range of audiences and contexts.
- Develop skills in extended and timed essay writing through increasing control of linguistic structures and features.
- Listen and produce a range of spoken texts. Apply skills to planning and developing formal arguments about complex issues and ideas.
- Use evidence to justify points of view.
- Make increasingly effective use of a range of software to produce texts that incorporate digital still images, digital video and print.

The Core Year 9 English prepares students for their ongoing study of English in Year 10 and beyond. The study of English complements and supports students academic endeavours across the curriculum.

## Topics

- Texts Studied:*  
(May be subject to change)
- Australian poetry study
  - *The Merchant of Venice* (play)
  - *To Kill a Mockingbird* (novel)
  - *Whale Rider* (film)
  - Short story genre
  - Shakespeare study.

## Learning Activities

- Thematic wider reading
- Spelling, grammar and comprehension
- Oral presentations
- Poetry and film analysis
- Text response essay writing
- Context study
- Examination technique and timed writing.

## Assessment

- Creative responses linked to poetry and short stories
- Wider reading tasks
- Oral and dramatic presentations
- Thinking skills task
- Inspiration/poster character charts
- Text response essays
- Poetry and scene analyses
- Timed essays
- Comprehension and grammar tests and tasks
- Semester examination
- Coursework: a range of class work and homework tasks.

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# CORE: Year 9 Geography

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This course explores the key elements of human geography.

- Learn about global patterns of development and the key issues of population challenges.
- Form an awareness of the role of women in developing countries and the development of policies to address specific issues.
- Undertake fieldwork to collect data that will broaden their understanding of human geography.

The completion of this Core subject will benefit students wishing to undertake further studies in Geography electives and VCE Geography.

## Topics

- Global patterns of development
- Population issues
- The role of women in developing and developed countries
- Mega cities
- Policies to address development issues
- Major case study analysis.

## Learning Activities

- Local Fieldwork
- Data presentation skills
- Analysis of a variety of data presented in a range of forms
- Class discussion and debate.

## Assessment

- Research project
- Data analysis
- Fieldwork report
- Oral presentation
- Semester examination.

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# CORE: Year 9 Australia: The Emerging Nation

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In Australia: the Emerging Nation, students learn about the main ideas which shaped the Australian national identity between 1750 and 1901, and the events which formed our perception of ourselves and our place in the world. Students study the discovery of Australia, and the responses of the people who inhabited Australia during the time the first Europeans arrived.

- Gain an awareness of many claims to the discovery of Australia.
- Compare the changes occurring in Australia with changes that were happening in other parts of the world.
- Learn about the treatment of Aborigines in Australian society.
- Explore the impact of revolutions, and the changing role of people in society.

Australia: the Emerging Nation at Year 9 is a Core subject. It forms a basis for studies in Australian society, history and government and provides a foundation for studies in these areas.

## Topics

- The Discovery of Australia
- Indigenous Australia
- Global Industrialisation
- The Slave Trade
- The Development of the Australian Government.

## Learning Activities

- Analysis of primary and secondary source documents
- A comparison of the situation in Australia with other parts of the world
- Analysis of human and philosophical changes during the period
- Study of the creation of the Australian Constitution, and its impact on modern society.

## Assessment

- Research project
- Essay
- Source analysis
- Semester examination.

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# CORE: Year 9 Mathematics

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The Mathematics course aims to develop the students algebraic skills and to introduce them to some mathematical functions and their uses. In addition, students are taught to use their CAS calculator and learn to apply this powerful technology in an efficient and appropriate manner.

The year level is split into groups to cater for different learning needs. One group includes enrichment studies, another has support and the others cover the curriculum at a pace suited to that particular cohort.

Students go on to study Year 10 Mathematics, although there are two options. Most students continue into the core Year 10 Mathematics subject. Students who are challenged by the abstract nature of the course, however, may select the General Mathematics (Further) Preliminary course.

This subject leads on to General Mathematics in Year 11 and Further Mathematics in Year 12, but it is not a sufficient basis for studying Mathematical Methods, which is a prerequisite for some University subjects. This decision is made in consultation with the Mathematics teacher.

## Topics

- Surds and Number Fields
- Pythagoras' Theorem
- Geometry
- Trigonometry
- Linear functions
- Factorisation of quadratic expressions
- Introduction to quadratic functions
- Exponential functions
- Measurement.

## Learning Activities

- Skills practise in standard mathematical routines
- Assignments structured around the development of standard applications of mathematical skills and procedures
- In-context problem solving and modelling tasks
- Skills practise in the use of the CAS calculator
- Construction of summary or review notes.

## Assessment

- Assignments
- Topic tests
- Semester examination (with and without CAS calculators).

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# CORE: Year 9 Personal Development

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This subject provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental, social and emotional health. It focuses on the importance of a healthy lifestyle, good nutrition and physical activity in the lives of individuals and groups in our society. Students are provided with information about a wide range of health related issues so that they can hopefully make informed decisions in a variety of situations.

Personal Development forms a basis for general personal development and assists in providing a foundation for studies in Units 1 - 4 Health and Human Development.

## Topics

- Level 1 First Aid/CPR course
- Risk taking behaviours - Drugs, Alcohol
- Sexuality
- Nutrition
- Physical activity
- Media influence.

## Learning Activities

- An integrated use of ICTs
- Independent and group research/ investigation tasks
- Collaborative and co-operative learning within a variety of settings
- Effective writing: shorter responses and essays
- Excursions and incursions.

## Assessment

- Research/investigation assignments
- Independent class activities
- Scenarios – risk assessment and decision making
- Student presentations
- Plan and implement strategies to promote personal and environmental health and safety
- Semester examination.

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# CORE: Year 9 Physical Education

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This subject promotes the potential for lifelong participation in physical activity through the development of motor skills and movement abilities, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

## Topics

Students learn to participate safely in sporting activities and develop a broad appreciation of the benefits of physical activity. Students will participate in such activities as:

- Athletics
- Aquatics
- Basketball
- European Handball
- Fitness
- Gymnastics
- Indoor Cricket
- Indoor Hockey
- Indoor Soccer
- Soft Lacrosse.

## Learning Activities

- Collaborative and co-operative learning within a variety of settings.

## Assessment

- Participation in physical and social class activities
- Perform motor skills proficiently in simple and increasingly complex skill development activities
- Identify strategies to encourage involvement in physical activity
- Develop motor skills which are appropriate to specific major games, activities and sports.

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# CORE: Year 9 Science

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Science education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live.

Year 9 Science is divided into three strands: Biology, Chemistry and Physics.

Biological Science provides students with the conceptual knowledge necessary to recognise that the structure of organisms, whether at cellular or system levels, is related to their function. Students continue learning about their own biology and examine the human body's nervous and endocrine systems.

Chemical Science provides students with concepts relating to elements – the structure of the atoms found in elements, reactions of elements, and naming compounds produced in reactions.

Physics provides students with the ability to explain and understand everyday phenomena and devices. Students will explain how and why we see the world the way we do, and relate behaviours of light and sound to uses in technology. Students investigate how energy may be responsible for the changes observed in biological, chemical and physical processes and applications.

This course supports the continuing Science study in Year 10, which then leads into VCE Science studies; Chemistry, Biology, Physics and Psychology.

## Topics

### • Biological Sciences

The human body's nervous and endocrine systems.

### • Chemical Sciences

Students investigate the various ways in which elements can combine and identify elements using a variety of laboratory tests. Students are introduced to the Periodic Table and use it to predict the properties, both physical and chemical, of many elements.

### • Physical Sciences

Investigating Waves, Light (such as reflection, refraction, absorption and polarization), and Sound (including musical instruments).

Electricity and alternative energy sources. Students will learn about relationships between voltage, current, resistance and power in electric circuits. Students will learn to describe electrical components in terms of their role and function within simple circuits, and to design and construct circuits.

## Learning Activities

- Investigate the role of the human nervous and endocrine systems and the brain, the eye and ear; and the effect of drugs through modelling and experimental observations
- Investigate the Periodic Table and ionic bonding through discussion and modelling
- Investigate waves, light and sound through experimental observations
- Recording experimental observations as chemical reactions
- Experimentally investigate the operation of direct current series and parallel circuits in terms of current and voltage
- Investigate Energy Conversions and Alternative Energy Sources through experimental design and observations
- Identify the products of a chemical reaction by experimental observation
- Design and construct circuits
- Investigate how energy may be responsible for the changes observed in biological, chemical and physical processes and applications.

## Assessment

- Practical investigations and reports, including use of scientific diagrams
- Data analysis and discussion of experimental results
- Scientific Skills including scientific method, student design and analysis of second hand data
- Collaborative and individual research tasks
- Topic tests and quizzes
- Semester examination.

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# CORE: Year 10 English

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In Year 10 English, students focus on a close examination of the critical and sociocultural dimensions of language.

- Study a range of texts and examine the historical, social and cultural context of these texts.
- Develop a critical understanding of contemporary mass media through an Issues study.
- Practise writing creatively, analytically and persuasively for a range of audiences and contexts.
- Develop analytical essay writing, both overtime and timed.
- Listen to and produce a range of spoken texts in situations characterised by complexity of purpose and subject matter.
- Critically examine the variety of ways in which spoken language influences audiences and, in your own presentations.
- Experiment with a range of persuasive techniques.

The Core Year 10 English course prepares students for their ongoing study of English in the VCE English study. This course scaffolds students learning with transferable and subject specific skills. The study of English complements and supports learning across the curriculum.

## Topics

### Texts Studied:

(May be subject to change)

- Context Text
- *Romeo & Juliet* (play & film)
- *Lord of the Flies* (novel)
- *Animal Farm* (novel)
- *Film study*
- Poetry and short story analysis
- Shakespeare analysis
- Thematic wider reading
- Classic novel
- Attitudes and experiences
- Issues language analysis.

## Learning Activities

- Creative writing linked to texts
- Poetic and literary features
- Oral presentations
- Film analysis and techniques
- Text response essay writing
- Context study linked to text
- Examination technique and timed essay writing.

## Assessment

- Play adaptation task
- Creative writing
- Wider reading tasks
- Oral presentations
- Inspiration/poster character charts
- Issues
- Persuasive writing task
- Text response essays
- Poetry, play and film analyses
- Timed essays
- Language analyses
- Semester examination
- Coursework: a range of class work and homework tasks.

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# CORE: Years 9 & 10 English as a Second Language

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The Years 9 & 10 English as a Second Language (ESL) course is a withdrawal program\* that aims to develop competence in listening, speaking, reading, and writing. As a result, students engagement in the mainstream curriculum is enhanced.

Additionally, the course seeks to prepare students for VCE ESL. As such, students undertake fundamental tasks that cover the three main components assessed in VCE ESL: reading and responding; creating and presenting; and exploring the different uses of language.

\*A withdrawal program signifies students who are withdrawn from mainstream English for the ESL class, which is scheduled into their regular timetable instead of English. Extra English Language Support (ELS) sessions are available to students who find that they require additional support beyond the ESL curriculum.

The Core Years 9 & 10 ESL program prepares students for the VCE ESL course. Students are only eligible to sit the final external examination in ESL, however, if they have been in Australia for fewer than seven years by the time they reach Year 12. Furthermore, they must not have been taught in English as their main language of instruction for more than seven years.

## Topics

(Texts may be subject to change)

- Term 1: An Asian Reader
- Term 2: Strictly Ballroom
- Term 3: The China Coin
- Term 4: Issues.

**All year:**

- English Grammar in Use
- Behind the News.

## Learning Activities

- Pair and group work
- Spelling, vocabulary and grammar
- Listening comprehension
- Oral presentations
- Text responses
- Issues-based use of persuasive language.

## Assessment

- Spelling, vocabulary and grammar tests as necessary
- Listening comprehension
- Ongoing monitoring of all other class and homework
- Semester examination.

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# CORE: Year 10 Mathematics

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The Year 10 Mathematics course continues to develop students algebraic skills and their knowledge of mathematical functions and their uses. Students extend their understanding of mathematics to be able to analyse real applications of their functions using their CAS technology. A small number of students are placed in an enrichment group, where they are able to explore the subject beyond the core curriculum.

There are three different Unit 1 & 2 Mathematics subjects that students study in Year 11 and students may study as many of them as they wish. Mathematical Methods 1 & 2 is the subject that leads naturally from the Core Year 10 course, as it is highly algebraic with an emphasis on mathematical functions and their application. It leads to Mathematical Methods Units 3 & 4 in Year 12. General Mathematics (Specialist) is for students who are strong in Mathematics and enjoy the abstract nature of the subject. It may only be studied if a student is also studying Mathematical Methods and it leads to Specialist Mathematics in Year 12. The third subject, General Mathematics (Further) is a less abstract course that has a strong statistical emphasis. This subject leads to Further Mathematics in Year 12.

## Topics

- Trigonometry
- Algebraic manipulation
- Matrices
- Gallery of graphs
- Transformations of functions
- Quadratic functions
- Exponential functions
- Probability
- Measurement.

## Learning Activities

- Skills practise in standard mathematical routines
- Assignments structured around the development of standard applications of mathematical skills and procedures
- In-context problem solving and modelling tasks
- Skills practice in the use of the CAS calculator
- Construction of summary or review notes.

## Assessment

- Assignments
- Topic tests
- Modelling tasks
- Semester examinations (with and without CAS calculators).

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# CORE: Year 10 General Mathematics (Further)

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The Year 10 General Mathematics course is designed for students who have found the abstract nature of the Core program difficult. Consequently, one of the main focuses is to assist the students to regain their confidence to manage Mathematics.

This subject leads into General Mathematics in Year 11 and to Further Mathematics in Year 12.

## Topics

- Trigonometry
- Linear functions
- Statistics
- Simultaneous Equations
- Measurement
- Consumer mathematics
- Pythagoras' Theorem
- Geometry.

## Learning Activities

- Skills practice in standard mathematical routines
- Assignments structured around the development of standard applications of mathematical skills and procedures
- Skills practice in the use of the CAS calculator
- Construction of summary or review notes.

## Assessment

- Assignments
- Topic tests
- Semester examinations.

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# CORE: Foundation Mathematics Units 1 & 2

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Foundation Mathematics provides for the continuing development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, but who do not intend to undertake Units 3 & 4 studies in VCE Mathematics.

- The use of mathematics to make sense of the world.
- Develop the mathematical skills and understanding to solve problems.
- Undertake investigations in a range of workplace, personal, training and community settings.
- The use and application of information and communication technologies.

In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study.

This course does not provide the basis for undertaking any Units 3 & 4 studies in Mathematics, but enables students to receive credit for undertaking a VCE Mathematics subject.

## Topics

- Space, shape and design
- Handling data
- Patterns and number
- Measurement.

## Learning Activities

- Skills practice in standard mathematical routines
- Construction of summary or review notes
- Assignments structured around the development of standard applications of mathematical skills and procedures
- In-context problem solving tasks
- Modelling tasks
- Skills practice in the use of CAS (or other) calculators.

## Assessment

- Assignments
- Summary or review notes
- Investigation and projects
- Topic tests
- Semester examination.

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# CORE: Year 10 Personal Development

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Personal Development provides students with knowledge, skills and behaviours to enable them to achieve a degree of independence in developing and maintaining their physical, mental, social and emotional health.

This subject focuses on women's health issues in Australia and around the world and also focuses on promoting health issues that affect adolescence.

Students develop knowledge, skills and behaviours that enable them to: maintain good health, live a healthy lifestyle, develop protective behaviours, work with others in teams, build positive relationships, manage and resolve conflict situations and develop problem solving techniques in relation to risk taking behaviours and risk assessment.

The Health Education component of this subject forms a basis for general personal development and assists in providing a foundation for studies in Units 1 – 4 Health and Human Development.

## Topics

- Mental health
- Road safety
- Risk taking behaviours
- Life skills
- Women's health in Australia and around the world
- Promoting health issues that affect adolescence.

## Learning Activities

- Integrated use of ICTs
- Independent and group research/ investigation tasks
- Collaborative and co-operative learning within a variety of settings
- Effective writing: shorter responses and essays
- Excursions and incursions.

## Assessment

- Research/investigation assignments
- Independent class activities
- Student presentations
- Film Production
- Compare images of health and how these influence personal and community.

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# CORE: Year 10 Physical Education

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This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement abilities, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

## Topics

Students learn to participate safely in sporting activities and develop a broad appreciation of the benefits of physical activity.

In 1<sup>st</sup> Semester there may be the opportunity for students to select the activity they will participate in from a variety of electives, enabling us to provide your daughters with a wider choice of physical activities and, in turn, increasing their level of involvement and enjoyment.

Students will participate in such activities as:

- Aquatics
- Fitness Training
- Dance
- Fitness
- Athletics
- Volleyball
- European Handball
- Football Codes: AFL football, touch rugby, soccer.

## Learning Activities

- Collaborative and co-operative learning within a variety of settings.

## Assessment

- Participation in physical and social class activities
- Perform motor skills proficiently in simple and increasingly complex skill development activities
- Identify strategies to encourage involvement in physical activity
- Develop motor skills which are appropriate to specific major games, activities and sports
- Develop initiatives and motivational influences that affect participation in physical activity.

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# CORE: Year 10 Science

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The Year 10 Science curriculum is divided into the pure disciplines of Biology, Chemistry and Physics. The curriculum structure is designed to provide students with a rigorous introduction into the branches of Science that they wish to pursue in their VCE studies.

- The units of **Biology** include a detailed study of cell structure, chromosomes and DNA function, genetics and patterns of inheritance.
- The units of **Chemistry** focus on detailed atomic structure, interpreting information from the Periodic Table, types of chemical bonds and writing chemical formulae and equations.
- In the units of **Physics**, students study the concept of force as a way of explaining physical phenomena and are introduced to electronic systems.

Students also conduct laboratory investigations where they predict, observe and explain biological, chemical and physical phenomena.

Required for entry into VCE Chemistry, Biology and Physics.

## Topics

### Biological Sciences

- Structure and function of Cells
- Protein Synthesis
- Structure of DNA
- Cell Division
- Genetic Inheritance
- Genetically Modified Foods
- Natural Selection.

### Chemical Sciences

- Atomic Theory
- Trends in the Periodic Table
- Metallic, Ionic and Covalent Bonding
- Climate Science
- Nanotechnology
- Chemical Reactions.

### Physical Sciences

- Velocity, acceleration and force
- Newton's Laws of Motion
- Principles of road safety and the use of gears
- DC electric circuits
- Current, voltage, resistance and power
- Magnetism.

## Learning Activities

- Use experimental observations and modelling to make inferences about the type of constituent particles and chemical bonding present in a substance
- Use experimental observations and research findings to outline major ideas about Nanotechnology
- Analyse crime scene samples using chemical reactions
- Compare the outcome of mitosis and meiosis in relation to genetic inheritance
- Chart the outcome of simple monohybrid crosses and trace the inheritance of characteristics using a pedigree; investigate and debate the issue of Biotechnology
- Identify the major structural components of cells using modelling and experimental observations
- Describe and explain trends within the Periodic Table using Atomic Theory
- Discuss the broad principles of the theory of natural selection
- Construct models to investigate the basic structure of chromosomes and protein synthesis
- Use data logging to investigate an object's motion in a straight line, and the effect of gears
- Analyse motion mathematically
- Perform experiments with electric circuits and multimeters
- Learn about the theory of electricity and magnetism.

## Assessment

- Topic tests
- Analysis tasks
- Scientific Skills including scientific method, student design and analysis of second hand data.
- Research tasks
- Laboratory investigations
- Semester examinations.

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# ELECTIVE: Years 9 & 10 Educational Support

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Educational Support aims to optimise the academic development of all students. The small class groups provide support and guidance for students with learning needs, whilst fostering the development of organisation and study skills. The subject focuses on understanding the differences in all learners and provides the opportunity for students to develop their skills as they move through the School.

Support classes are, by staff recommendation, for students experiencing difficulties in a range of academic areas, such as oral and written language skills, reading fluency and comprehension, and organisational skills.

This option is offered each semester. Attendance can be ongoing or limited to a semester course, depending on the academic gains made by each student. All students placed in this subject must have clear learning needs and specialist report/test justification.

This subject has no direct link to a VCE course; however, the skills and guidance provided in this subject aim to develop skills and capabilities in students for their VCE years.

## Topics

The skills taught, such as punctuation, paragraphing, editing, mind-mapping, essay planning, speaking technique and examination techniques enhance student confidence and work standards across all subject areas. As students adopt new strategies for learning, they identify areas of difficulty and maximise their strengths with a view to amelioration.

- Identify individual learning needs and techniques to approach and complete tasks productively
- Engage in interactive activities to build knowledge and task skills
- Build an understanding and confidence in vocabulary, spelling, grammar, expression and comprehension
- Promote strengths, support and scaffold learning in areas of need
- Develop independence in task completion.

## Learning Activities

- Skill Development: of punctuation, paragraphing, editing, mind-mapping, essay planning, speaking skills and examination techniques
- Oral activities: students engage in a variety of activities which may include discussions, role plays, group or class presentations, information sharing and impromptu talks
- Reading Comprehension activities: students may receive direct instruction in reading fluency and comprehension and read a variety of text types which may include letters, diaries, advertisements, reports, comics, short stories, conversations and play scripts
- Writing activities: students learn strategies to help write in a variety of genres.

## Assessment

- Skill monitoring
- Formal group reading, writing and spelling tests
- Individual assessments, including language and cognitive assessments.

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# ELECTIVE: Year 9 Art & Design

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Year 9 Art and Design A and B consist of two semesters in one full year of study focusing on ideas, skills, techniques, processes and presentations. Art and Design A and B engage students in the exploration of experiences, ideas, understanding and feelings that occur through the making, interpreting, creating and exhibiting of artworks. Individually and collaboratively, students explore their own artworks and works by other artists.

- Develop aesthetic and critical awareness of Art and Design.
- Examine the artwork from different social, historical and cultural contexts.
- Develop and present personal opinions about artworks using appropriate language
- Discuss ways that contemporary, traditional and digital art forms and works reinforce and challenge social, cultural and artistic values.

Year 9 Art and Design A and B is intended to be a foundation subject which should precede Year 10 Art or Year 10 Visual Communication and Design. This consecutive study leads students into Unit 1 Art and/or Studio Arts and/or Unit 1 Visual Communication and Design. It can also be valuable for those students wishing to study Unit 1 Media.

## Topics

These introductory units of work will be centred on key art making areas, such as drawing, painting, printmaking, design, sculpture and mixed media. New art-making skills and techniques are introduced and developed and those previously learnt will be extended and applied. Students research selected topics, applying practical skills and ideas to major artworks.

- Painting methods, techniques and mediums, including mixed media.
- Printmaking techniques, which may include etching, colour reduction lino or silkscreen
- Study three dimensional design which explores sculpture and/or ceramics
- Learn to draw three dimensional objects using a variety of drawing methods
- Learn how to develop logo and branding design concepts from the design brief to final presentations.

## Learning Activities

- Explore a range of drawing techniques, grounds and media
- Learn how to develop design concepts from the design brief to final presentations in packaging
- Investigate a variety of traditional and new media to generate, manipulate and create a folio of art works
- Develop and present analysis of artworks from a range of social, historical and cultural contexts.

## Assessment

- A visual diary that demonstrates all working practices, ideas, and explanation of tasks set
- Presentation of a folio of artworks
- Written analysis of the student's own art work and the work of others
- Semester examination.

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# ELECTIVE: Year 10 Art

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Year 10 Art consists of two semesters in one full year of study. This study is intended to follow Year 9 Art and Design: Foundations A and/or B consecutively. The Art units are covered over Semester 1 and Semester 2 and encourage students to take progressive responsibility for their own artistic direction by:

- Pursuing areas of personal interest through exploration of a variety of skills, materials and techniques in art forms, such as painting, printmaking, drawing, design or sculpture.
- Undertaking a more individual and in-depth approach to the exploration of ideas and the use of materials, equipment, practical skills and techniques.
- Developing a range of visual ideas and concepts from observational, conceptual and/or imaginative starting points, documenting their thinking and working practices.

Although this is a course designed for Year 10 students, a student in Year 9 may elect to undertake this subject, but only after consultation with art staff.

Art units can lead to the study of any one of the VCE Art Studies, such as Art, Studio Arts, and Visual Communication and Design.

## Topics

Year 10 art appreciation involves further development of analysing and interpreting artworks. Students develop knowledge and understanding of art, artists and their distinctive approaches to creativity and individuality.

Students learn to express their personal opinions about artworks using appropriate art language. They compare and contrast ways that contemporary, traditional and digital art forms and works reinforce and challenge social, cultural and artistic values.

Students build on the skills and techniques introduced in Year 9 Art and Design with greater emphasis on refining and developing an inherent understanding of a variety of new art forms.

## Learning Activities

- A range of teacher directed themes/tasks set within areas of drawing, printmaking, painting and sculpture. Emphasis is on investigation, research, design and the submission of solutions for each given task
- Students explore an area of interest through an in depth and sequential study
- A cohesive folio of finished artworks is presented.

## Assessment

- A visual diary that documents all working practices, ideas and concepts
- Presentation of a folio of artworks
- Written analysis of the student's own art work and the work of others
- Semester examination.

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# ELECTIVE: Year 10 Visual Communication & Design

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Year 10 Visual Communication and Design consists of two semesters in one year of continuous study. Year 10 Visual Communication and Design focuses on introducing students to the skills, drawing methods and media that are specifically relevant to the design industry. The two semesters of work build upon the skills taught in previous years of Art, but re-direct these skills with a focus on design. Each project introduces skills that have a connection to a range of applications in the design industry.

Year 10 Visual Communication is only open to Year 10 students and may lead to any one of the VCE Art studies, such as Visual Communication and Design, Art, and Studio Arts. It is highly recommended that students take at least one unit of Year 10 Visual Communication before selecting Units 1 & 2 Visual Communication and Design.

## Topics

- Perspective drawing
- Rendering drawings to show tone and texture
- Instrumental Drawing
- The Elements and Principles of Design
- Computer Based Design
- 3D Packaging Design
- Written studies of selected Historical Design Movements
- Written studies analysing historical and contemporary examples of design.

## Learning Activities

- A folio of work in which skills and understanding must be demonstrated in the following areas:
- One-Point and Two-Point Perspective drawing of 3D objects
- Rendering tone with a range of media and materials
- Instrumental Drawing including the Orthogonal, Isometric and Planometric drawing methods
- Development of skills in computer based design programs such as Adobe Photoshop and Illustrator
- The exploration and development of design ideas based on the Elements and Principles of Design
- Development of skills in a range of Media, Methods and Materials
- Use of the Design Process to develop skills and ideas
- The development of Final Presentation solutions to satisfy stated communication needs
- Undertake practical studies of Information, Product and Environmental Design
- Written tasks exploring the following:
- Understanding the influence of historical styles and movements on the development of visual communications
- Analysing a range of contemporary examples of design.

## Assessment

- A visual diary that documents the design process followed in each project
- Presentation of final designs to a specified design brief
- A set of Instrumental Drawings documenting a range of methods of 3D drawing
- Written assignments
- End of semester examination.

# ELECTIVE: Years 9 & 10 Drama – The Art of Comedy

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This unit has, as its general focus, the study of the development of comedy and what comic devices have made us laugh over the centuries.

- Build on your experiences in Drama from recent years to develop performance skills, as well as increase your understanding of the ways in which Drama can be used to communicate ideas.
- Continue development of your ability to use improvisation to develop a scene, as well as the use of dramatic form.
- Use scripted text and improvisation as sources for performance activities.
- Acquire knowledge of, and skills in the comic style of Commedia dell'Arte and modern physical comedy.

The Art of Comedy leads to VCE Theatre Studies or VCE Drama.

## Topics

- Comedy styles and conventions
- Clowning
- Commedia dell'Arte history, styles and conventions
- Stagecraft
- Characterisation
- Physical Comedy.

## Learning Activities

- Performance analysis
- Script development
- Improvisation
- You are encouraged to use information technology and multi-media in research and skill enhancement activities.
- Where possible, you will attend at least one professional theatre performance.

## Assessment

- Formal performances
- Research activities
- Teacher observation
- Written analysis or evaluation
- Peer evaluation
- Self-evaluation.

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# ELECTIVE: Years 9 & 10 Drama – Creating the Drama

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- Participate in activities that help develop the skills and understanding to be able to create a dramatic performance based on non-scripted stimuli.
  - Increase your understanding of the role of stagecraft (including acting).
  - Investigate ways in which the various elements of stagecraft can be used to help enhance a dramatic idea.
  - Use non-scripted works, such as poetry, literature, themes and music as the basis for the development of your performances.
- Creating the Drama leads to VCE Theatre Studies or VCE Drama.

## Topics

- Use of Voice
- Expressive Movement
- Characterisation
- Stagecraft
- Dramatic Form
- Thematic Interpretation
- Non-Naturalism.

## Learning Activities

- Improvisation
- Performance Analysis
- Performance Techniques
- Scene Creation
- Expressive Devices
- You are encouraged to use information technology and multi-media in research and skill enhancement activities
- Where possible, you will attend at least one professional theatre performance.

## Assessment

- Formal performances
- Research activities
- Peer evaluation
- Written analysis or evaluation
- Self-evaluation
- Teacher observation
- Performance examination.

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# ELECTIVE: Years 9 & 10 Music

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Performance skills are developed through regular performance classes and master classes.

- Develop the vocabulary with which to respond to performances of others.
- Explore everything from the great Classical Symphonies to Jazz, pop and soundtracks to determine how composers elicit particular responses in their audience with melody, harmony and musical effects.
- Apply this knowledge to compose original pieces for a number of contexts using computer software.

Students who intend to undertake VCE Music are encouraged to undertake one or more semesters of the Music Elective to develop vocabulary, performance experience and explore harmony and improvisation beyond the scope of AMEB. Students should be undertaking individual instrumental lessons, and a separate study of AMEB theory is strongly recommended.

## Topics

- Beethoven and his 5th Symphony
- Mozart and his Requiem
- Jazz and improvisation
- Musical theatre
- Class ensemble
- Composition
- Chord progressions
- Song writing
- Soundtracks
- Roles of instruments in a band.

## Learning Activities

- Compose using computer software
- Class ensemble - Jazz, Pop, African drumming
- Harmony and improvisation
- *Amadeus*
- Double planet analysis
- Drum kit styles
- Guitar parts
- MSO Excursion.

## Assessment

- Performances
- Composition folio
- Class tests
- Class ensemble
- Responses to music
- Aural and written examination at the end of each semester.

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# ELECTIVE: Years 9 & 10 Understanding Media

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In Understanding Media, you will view and analyse many different forms of media representations to generate ideas for the creative of your own media products.

- Analyse how the media attempts to influence audiences through studying a variety of representations of people and social issues, and through a variety of advertising techniques.
- Learn and extend skills in editing, photographic manipulation and other digital media practices.
- Generating original ideas and then produce these ideas as suitable media productions for a variety of audiences.
- Work collaboratively and individually to make and present media productions on the number of ways the media represent various cultures and communities.

The study of the Years 9 & 10 Media courses prepares and equips students with the practical skills and knowledge to undertake VCE Media Units 1 to 4.

The skills acquired during the Media A course, have links with, and may be applied to, a wide range of VCE studies, including English, Art, Studio Arts, and Visual Communication and Design.

## Topics

- Understanding the codes and conventions of documentary film making and using this knowledge to create a collaborative documentary film
- How to create and use a design plan to produce a series of photographic images that attempt to manipulate a certain audience's perception of reality.

## Learning Activities

### Inquiry Task 1:

- Representations: You will decide on your own project focus and explore the representation of a particular community or culture in our society
- Reflection Diary: A visual diary that records your reflections on your learning.

### Inquiry Task 2:

- You will use the codes and conventions of documentary film making to create your own documentary. You will go through all stages of production – writing, filming and editing.

## Assessment

- A journal of ideas, inspiration, plans and reflective thinking that uses appropriate media terminology
- Two projects that creatively develop and refine skills in the reflection and production of media texts
- Written analysis of films
- End of semester examination.

[MEDIA PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Years 9 & 10 Media Genres

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Media Genres explores how media texts communicate certain meaning through image, sound, film and print.

- Analyse the way types of media texts use certain techniques to make audiences respond in certain ways-
- Learn how to deconstruct the codes and conventions of different media texts and then manipulate these to construct your own media.
- Explore an extended study of genre and the ways genres are presented for audience recognition and engagement.

This course prepares and equips students with the practical skills and knowledge to undertake VCE Media Units 1 to 4.

The skills acquired during the Media B course have links with, and may be applied to, a wide range of VCE studies, including English, Art, Studio Arts, and Visual Communication and Design.

## Topics

- Analysis of film genres such as horror and/or comedy
- Understanding the codes and conventions of different film genres to create new meanings for a specific audience through both digital photography and video.

## Learning Activities

- Project 1: A photographic exercise using Photoshop to manipulate codes and conventions to portray a certain meaning
- Project 2: Re-cut an existing film trailer into a new genre using digital editing techniques
- Project 3: Collaborative film production in a particular genre.

## Assessment

- Editing exercises
- Photographic manipulation
- Genre analysis and construction
- A journal of ideas, inspiration, plans and reflective thinking that uses appropriate media terminology
- Written analysis tasks
- End of semester examination.

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# ELECTIVE: Years 9 & 10 Literature

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A commitment to close reading and a willingness to engage in the process of writing and discussion are essential for students undertaking this elective.

- Learn to enjoy and appreciate the aspects of reading and writing that come from discussion, debate and the challenge of exploring the meaning and creation of literary texts.
- Reflect on your own responses and the responses of others to assist you to gain a greater understanding of the variety of human experience.

Students may undertake two semesters of Literature if they wish, or only one semester. Texts offered for study in 2012 will differ entirely from those undertaken in 2011.

This course complements a range of other courses, including those in the Arts and Humanities. Through the study of Literature in Years 9 and 10, students develop independent and critical thinking, enhance analytical and creative writing skills, as well as foster an understanding of social and historical views and values. The course is an excellent foundation for students wishing to study Literature Units 1 & 2 and/or Literature Units 3 & 4.

## Topics

- A range of texts studied (novel, poetry, film, short story)
- Historical, social and cultural contexts
- Views and values within texts
- Literary features within texts.

## Learning Activities

- Creative writing
- Critical review of texts
- Examination technique and timed writing
- Passage analysis
- Orals discussion and presentations
- Adaptation of texts.

## Assessment

- Views and values text response
- Creative response
- Passage analysis response
- Coursework: a range of class work and homework tasks
- Semester examination.

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# ELECTIVE: Years 9 & 10 Politics

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In Politics students have the opportunity to learn about classical political theories and concepts as well as address key contemporary issues, such as, why the United Nations cannot solve the problems of the world.

- Gain an understanding of key political concepts and theories such as liberalism, realism, state of nature and power.
- Learn about specific systems such as democracy, socialism and fascism.
- Learn about the complexities of lawmaking and the forces that influence decision making by government.
- Look at the rise of political movements and how they have changed the political landscape in their countries.

This course assists students who wish to study 20<sup>th</sup> Century History, History: Revolutions, Philosophy or Global Politics in VCE.

## Topics

- Political Concepts
- Political Systems
- Social Movements.

## Learning Activities

- Class discussion
- Analysis of sources
- Critical comparison of political theories
- Research into contemporary political movements.

## Assessment

- Oral presentation
- Research report
- Source analysis
- Essay
- Semester examination.

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# ELECTIVE: Years 9 & 10 Business Initiative Program

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This subject provides a unique opportunity to learn about the creation of a business. Rather than 'normal' classes, participants in this subject will become members of the board of directors. From there they will form sub-departments, sell shares to generate the necessary start-up capital, and then run a real business.

Each participant will experience this program in a different way. For example, each student will be a member of a different specialist team like human resources, finance, operations or marketing.

The business will be run entirely by the students – as a class they will decide how to use the capital that is generated, and what strategies they will need to implement for business success. At the end of the semester the business will be 'liquidated', and any profits will be distributed to shareholders.

The Business Initiative Program is a pathway to VCE Business Management. It will also provide useful background for studying Accounting or Economics.

## Topics

- Structure of Small Businesses
- Management issues
- Roles of a Manager
- Strategic Planning
- Shares
- Marketing
- E-Commerce.

## Learning Activities

- Structured small group and class discussion
- A variety of exercises about the structure of a business
- Professional Resume Writing
- Written reports to clarify the planning stage of the business
- Practical activities involving the day to day operations of the business
- Web based research about possible business strategies
- Reflective writing tasks.

## Assessment

- Application Letter and resume
- Business concept test
- Completion of a report for the relevant sub-department
- SWOT Analysis and 360 degree Evaluation
- Finance Report
- Semester examination.

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# ELECTIVE: Years 9 & 10 Dollars and Sense

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This subject has been designed to give students the opportunity to learn about how they can manage their personal finances, and how the law affects some current issues.

- Learn the key skills that you need when managing money.
- Learn about the role of banks and the concepts of interest, loans, credit and savings accounts.
- Learn the Accounting skills that are required to record money that you receive, and money that you spend.
- Learn the skills that will assist you when you begin to live an independent lifestyle.
- Investigate the move towards fair trade.
- Learn basic economic concepts.

The Dollars and Sense course has been created to provide a pathway for students who are considering studying Accounting, Business Management or Economics at the VCE level. It is a more general commerce subject than either Foundation Accounting or the Business Initiative Program.

## Topics

- Personal banking
- Preparation and analysis of budgets
- Introduction to basic economic concepts focusing on the factors influencing decision-making
- Investigating the progression of fair trade practices.

## Learning Activities

- Structured small group and class discussion
- Practical activities incorporating the use of internet banking
- Oral presentations
- Web based research into budgeting for an independent lifestyle
- Preparation and analysis of budgets for individuals and families.

## Assessment

- Surviving in the City Project
- Classroom topic tests
- An investigation into fair trade practices
- Semester examination.

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# ELECTIVE: Years 9 & 10 Foundation Accounting

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Foundation Accounting is designed to provide interested students with a strong pathway to the study of VCE Accounting. It has been created with two distinct roles:

- Learn the skills that will be required to record and report transactions.
- Examine and re-examine key Accounting skills in a way that is not possible at the VCE level.
- Gain a very strong set of foundation skills.

The structure of the subject should ensure that these students are able to enter Year 11 Accounting with greater confidence.

On the other hand, some students may decide that they would like to accelerate their study of Accounting so that they can complete Units 3 & 4 while they are in Year 11. This subject also caters for those students who would like to progress quickly through the subject.

The Foundation Accounting course has been written with a very specific focus on progress through to VCE Accounting.

## Topics

The Balance sheet

- The impact of transactions on the balance sheet
- Recording in cash and credit journals
- Posting journals and the general ledger
- Creating reports from the general ledger.

## Learning Activities

- Structured small group and class discussion
- Pre-printed exercises for recording in special journals
- Prepared activities to rehearse the recording of financial data in the general ledger
- Combining (posting) the journals to the ledger
- Reporting on the financial performance of a business
- Creating reports to show the financial position of a business
- Reflective writing tasks.

## Assessment

- Recording in journals
- Recording into the general ledger
- The impact of the GST on the Accounting process
- Creating reports from the records that have been kept
- Semester examination.

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# ELECTIVE: Years 9 & 10 ‘The Way of the Dragon’

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This single semester subject will introduce you to aspects of Chinese culture and history in a way that you have not previously experienced.

As a cross-faculty subject, you will explore different aspects of China and much of the learning will be hands-on and take place beyond the classroom.

A major component of this subject is the China Cultural Tour. This tour, apart from being a learning experience in itself, will provide opportunities for further exploration of individual project topics.

In preparation for the tour, you will develop your practical Chinese language skills or complete a more advanced language study if desired.

This elective provides a pathway to VCE courses such as: Economics, Global Politics, Geography and History.

\* NOTE – This elective includes a trip to China in the Term 1 Holidays. There is an additional charge for this trip.

## Topics

These will be selected from:

- Cultural Revolution (History, Politics)
- Beyond the river (Geography, Literature, Art)
- Taste of China – food traditions and styles, cooking experience
- Voices and visions (film)
- In our own backyard (History, contemporary issues, Commerce)
- Traditions and philosophy
- Mandarin for travellers.

## Learning Activities

- China Cultural Tour (Term 1 Holidays)
- Research and presentations
- Discussion and debates
- Creative tasks
- Cultural workshops and field trips
- Interaction with students in China
- Language tasks and skill development
- Using ICT skills to present findings.

A significant component of this course is the completion of individual research on a chosen theme or topic. Students will present their findings from researched Secondary Data and Primary Data collected while on the Chinese Cultural Tour.

A major component of Term 2 is the completion of a presentation of findings, making use of a range of ICT skills.

## Assessment

- Coursework, including written tasks, creative tasks and language tasks
- Detailed investigation and presentation
- Semester examination.

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# ELECTIVE: Years 9 & 10 Philosophy

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The study of philosophy at this level aims to develop an elementary understanding of philosophical inquiry through a specific focus on moral philosophy (ethics) and political philosophy.

- Study the basic techniques of philosophical inquiry: philosophical dialogue, experience, reflection and the study of philosophical writings.
- Explore basic moral categories such as right and wrong, good and evil.
- Developing the mind as a tool for inquiry and learning to reason and think clearly.
- Develop a sense of the universality and essential nature of philosophical endeavour by drawing on philosophical thought from many philosophical traditions, eastern and western, ancient and modern.
- Investigate the philosophical ideas underlying various sources from literature and popular culture.

This course supports continued VCE studies in Philosophy, History, English, Literature, or other essay-based studies

## Topics

- Introduction to Philosophical Method
- Moral Language
- Ethical Theories
- Applied Ethics: Real life case studies
- Political Philosophy: Key theories.

## Learning Activities

- Structured small group and class discussion
- Philosophical dialogue
- Analysis of philosophical ideas contained in written text, film and visual representations
- Analysis and reflection on a variety of ethical and political systems
- Oral presentations
- Research into classical and modern philosophers
- Reflective writing tasks.

## Assessment

- Participation and contribution to Socratic debate and a community of inquiry
- Short writing task on an ethical scenario
- Written task on the philosophical questions raised in a film and a novel
- Extended essay on a key question within the field of ethics
- Extended Essay on a Political Theory
- Semester examination.

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# ELECTIVE: Years 9 &10 For Richer and Poorer

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Rich and Poor studies the concept of quality of life and standard of living as it exists globally. Students are exposed to a range of social, medical, demographic and economic indicators and how these can be used to describe society.

- Learn how societies are compared by using a range of indicators.
- Study how non-government organisations and governments support developing countries.
- Look at reasons why refugees flee areas and the impact they have on recipient countries.
- Investigate how the unequal distribution of the world's resources influences living conditions.
- Study the impact of war, famine and drought on populations.
- Discuss possible international responses to global inequality

This course assists students who wish to study Units 1 & 2 and/or 3 and 4 Geography.

## Topics

- Non-government organisations and their role in reducing poverty and global inequity
- Hydro-politics – the influence of access to clean and reliable water supplies
- Social, economic, environmental and demographic indicators
- World populationGrowth
- Contrasts in living conditions globally and locally
- South-east Asia
- Melbourne.

## Learning Activities

- Analysis of geographical data
- Research task on a social indicator
- Fieldwork – data collection and fieldwork report on contrasts in living conditions within Melbourne
- Analysis of case studies from a variety of global locations and regions.

## Assessment

- Research project
- Fieldwork investigation and report
- Case study analysis
- Data analysis activities
- Semester examination.

[HUMANITIES PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 9 Chinese 1

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In Year 9 Chinese, students progress beyond the beginner level and develop a deeper understanding of the Chinese language and culture.

This study of the language in a structured and sequential manner will help you to:

- Learn a range of key language features
- Develop the knowledge to begin to communicate effectively, both orally and in written form
- Reflect on and compare aspects of language and culture which will enhance your ability to participate effectively in the modern world.

## Topics

- Talking about days and dates; birthdays and holidays
- My daily routine
- My house: places & locations
- My clothing: colours and descriptions.

## Learning Activities

- Reading and listening tasks
- Skills development
- Presentations, role plays, interviews and creative tasks
- Writing tasks
- Chinese cultural excursions and activities.

## Assessment

- Homework tasks
- Listening and reading comprehension
- Regular tests and unit tests
- Role play and interviews
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 9 Chinese 2

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In this course, students will consolidate and extend their ability to communicate in Chinese.

In addition, you will:

- Build on your knowledge and understanding of aspects of Chinese culture.
- Engage in learning activities that address a range of learning and thinking styles during the semester.

## Topics

- Shopping: Units of currency (yuan), talking about price and bargaining
- On the phone; telephone etiquette, making an appointment
- At the Restaurant; ordering food and finding out about Chinese cuisine
- Weather; seasons and temperature.

## Learning Activities

- Listening and reading of texts
- Skills development and language strategies
- Role plays, presentations, and creative tasks
- Writing tasks
- Excursion to a Chinese restaurant.

## Assessment

- Regular tests and unit tests
- Listening and reading comprehension
- Role plays and interviews
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 9 French 1

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In Year 9 French, students progress beyond the beginner level and develop a deeper understanding of the French language and culture.

This study of the language in a structured and sequential manner will help you to:

- Learn a range of key language features providing you with the knowledge and confidence to communicate effectively, both orally and in written form.
- Reflect on and compare aspects of language and culture to enhance your ability to participate effectively in the modern world.

## Topics

- Exchanging information about family, friends and daily life
- Paris
- Short story, 'Le Journal de Delphine'
- Talking about the past.

## Learning Activities

- Reading and listening to a range of texts
- Skill development and grammar tasks
- Presentations, role plays and interviews, creative tasks
- Writing tasks of increasing complexity and in different styles
- Alliance Française Berthe Mouchette competition.

## Assessment

- Regular tests and larger unit tests
- Research and presentation – Un monument à Paris
- Role plays and interviews
- Written tasks
- Listening and reading comprehension tasks
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 9 French 2

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In this course, students consolidate and extend their ability to communicate in French and build on their knowledge and understanding of aspects of French culture.

This is achieved through the study of topics related to aspects of the students own daily life, a study of French artists and art, and interaction with visiting French exchange students.

This course is a direct learning pathway to studies in French Year 10 [3] and [4], which then lead into the VCE French Study.

## Topics

- Famous French people
- Talking about school life – in France and Australia
- Talking about future plans
- A study of French art
- Health and fitness.

## Learning Activities

- Reading and listening to a range of texts
- Skill development and grammar tasks
- Presentations, role plays and interviews
- Writing tasks
- Guided visit of the French collection at NGV International.

## Assessment

- Regular class tests and unit tests
- Role plays and presentations
- Reading and writing tasks
- Research tasks
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 10 French 3

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In this course, you will consolidate and extend your communication skills in French, and build on your knowledge and understanding of aspects of French culture. As you become increasingly confident about being able to communicate in French you will be encouraged to experiment and take risks in your language learning.

In preparation for studies at the VCE level, you will be introduced to more text types and writing styles and be required to perform increasingly complex tasks.

Students intending to continue their studies of French to Year 10 and beyond are strongly advised to participate in the French Study Tour planned for September 2012. This is an excellent preparation for VCE study.

## Topics

- Daily routine
- Overseas exchanges
- School life
- Morocco
- French cuisine
- Travel.

## Learning Activities

- Reading and listening to a variety of texts
- Skill development and grammar tasks
- Research, presentations, role plays
- Writing tasks
- Additional conversation practice in small groups
- Alliance Française Berthe Mouchette competition.

## Assessment

- Regular tests in all skill areas
- Role plays, discussions and presentations
- Written tasks
- Reading and listening comprehension tasks
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 10 French 4

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In this course, you will continue to develop your proficiency in the four skill areas: reading, writing, listening and speaking. Participation in small group conversation sessions and a range of other activities will assist you to gain confidence in speaking. Texts studied, including film, will require you to discuss modern issues and aspects of culture in French.

At the end of this semester, students are invited to join the French Study Tour planned for 2012 or, alternatively, you may participate in the French Exchange program, subject to selection.

This course leads directly to the VCE French study, provided that sufficient mastery has been achieved.

## Topics

- Friends and relationships
- Personality types
- Leisure activities
- The world of music and film
- Film study
- Short story study.

## Learning Activities

- Reading and listening to a variety of texts to obtain meaning
- Skill development and grammar tasks
- Role plays and interviews
- Writing tasks
- Small group conversation sessions
- Interaction with French exchange students.

## Assessment

- Regular tests
- Role plays, oral tasks
- Written tasks
- Reading and listening comprehension tasks
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 9 Japanese 1

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In Year 9 Japanese, students progress beyond the beginner level and develop a deeper understanding of the Japanese language and culture.

This study of the language in a structured and sequential manner will help you to:

- Learn a range of key language features providing you with the knowledge and confidence to communicate effectively, both orally and in written form.
- Reflect on and compare aspects of language and culture to enhance your ability to participate effectively in the modern world.

Students who have elected to continue their language study can look forward to opportunities to enhance and apply their language skills in authentic situations. These include interaction with visiting exchange students, language study tours and exchanges.

## Topics

- Making plans
- Daily routine
- Invitations
- Talking about my bedroom.

## Learning Activities

- Reading and listening to a range of texts
- Skill development and grammar tasks
- Presentations, role plays, interviews and creative tasks
- Writing tasks.

## Assessment

- Weekly language quizzes
- Spoken language activities
- Written tasks
- Katakana and Kanji tasks
- Reading tasks
- Listening tasks
- Homework tasks
- Unit tests
- Semester examination.

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# ELECTIVE: Year 9 Japanese 2

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In this course, students consolidate and extend their ability to communicate in Japanese and build on their knowledge and understanding of aspects of Japanese culture. Students are engaged in learning activities that address a range of learning and thinking styles during the semester.

Students who are planning to continue with their language study to the Year 10 level are invited to apply for an exchange or may look forward to an opportunity to join the proposed language study tour to Japan in 2013.

This course enables the students to continue to study Japanese in a structured and sequential manner. It assists students to develop learning pathways to their studies in Japanese Year 10 [3] and [4], leading to the VCE Japanese Study.

## Topics

- School subjects and school life
- Seasons and the weather
- Preparing a weather report.

## Learning Activities

- Reading and listening to a range of texts
- Skill development and grammar tasks
- Presentations, role plays, interviews
- Writing tasks.

## Assessment

- Weekly language quizzes
- Spoken language activities
- Written tasks
- Katakana and Kanji tasks
- Reading tasks
- Listening tasks
- Homework tasks
- Unit tests
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 10 Japanese 3

[Return to Subject List](#)

In this course, you will consolidate and extend your communication skills in Japanese and build on your knowledge and understanding of aspects of Japanese culture. As you become increasingly confident about being able to communicate in Japanese, you will be encouraged to experiment and take risks in your language learning.

In preparation for studies at the VCE level, you will be introduced to a variety of text types and writing styles and be required to complete increasingly complex tasks.

Students planning to continue their study to the VCE level are strongly encouraged to participate in a Japanese school exchange or the study tour of Japan planned for 2013.

## Topics

- Summer holidays
- Describing family and friends
- Dining out
- Exchange students – school rules.

## Learning Activities

- Reading and listening to a variety of texts
- Skill development and grammar tasks
- Research, presentations, role plays
- Writing tasks
- Additional conversation practice in small groups
- Restaurant visit.

## Assessment

- Weekly language quizzes
- Spoken language activities
- Written tasks
- Kanji tasks
- Reading tasks
- Listening tasks
- Homework tasks
- Unit tests
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 10 Japanese 4

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In this course, you will continue to develop your proficiency in the four skill areas: reading, writing, listening and speaking. Participation in small group conversation sessions and a range of other activities will assist you to gain confidence in speaking.

At the end of this semester, students may, subject to selection, participate in the Japanese Exchange program or they can look forward to the Japanese Study Tour planned for December 2013.

This course leads directly to the VCE study of Japanese.

## Topics

- My Town
- Giving directions
- Sport and leisure activities
- Part time employment.

## Learning Activities

- Reading and listening to a variety of texts to obtain meaning
- Skill development and grammar tasks
- Role plays and interviews
- Writing tasks
- Small group conversation sessions
- Interaction with Japanese exchange students.

## Assessment

- Weekly language quizzes
- Spoken language activities
- Written tasks
- Kanji tasks
- Reading tasks
- Listening tasks
- Homework tasks
- Unit tests
- Semester examination.

[LOTE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Year 9 & 10 Psychology & Science of Sport

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This course provides a challenging, yet accessible, introduction to the science of Psychology, as well as the specialised field of Sport Psychology.

Students will develop a basic understanding of clinical psychology and sports psychology, focusing on 'what psychologists do' within the different specialist areas. In Sports Psychology the students will explore (through practical and theoretical activities) the relevant sports psychology concepts including mental imagery, goal setting, self-confidence, motivation, arousal levels, and concentration.

Students will explore the human body, focusing on effects of exercise on the skeletal, muscular and cardiorespiratory systems. They will investigate the components of fitness and the short and long-term effects of exercise on the body. Students will also look at the various methods for prevention of sports injuries.

This course supports continued VCE study in Psychology Units 1 – 4, and Physical Education Units 1 – 4

## Topics

### Psychology: An Introduction

- What is Psychology?

### Sport Psychology

- What is Sport Psychology?
- Roles of a Sport Psychologist.
- Techniques used in Sports Psychology:
  - Goal setting
  - Mental skills for peak performance
  - Arousal levels and anxiety
  - Concentration.

### Sport Science

- Body Systems – effects of exercise on the Musculoskeletal and Cardiorespiratory systems
- Sports injury prevention and treatment
- Health benefits of physical activity.

## Learning Activities

- Discussion, analysis, interpretation of key concepts
  - Debating, formulation of ideas
  - Research projects
  - Multimedia and oral presentations
  - Collaborative and individual tasks
- Observation of behaviour (eg Primary students, Peer group)
- Participation in / reporting on laboratory exercises relating to:
    - Sports Psychology
    - The body systems
    - Effects of exercise on the body.
  - Excursion to local Gymnasium

## Assessment

### Sport Psychology

- Tests, essay, PowerPoint presentations and oral presentations.
- Assignments
- Semester examination
- Laboratory reports

### Sport Science

- Assignment work and presentation of research
- Written and practical tests
- Independent research
- Oral presentation
- Laboratories.

[SCIENCE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Years 9 & 10 Recreation & Sports Leadership

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This elective provides an introduction to a wide range of recreational and leisure pursuits that encourage lifelong participation in physical, recreational and sporting activities.

- Partake in a variety of sports, games or activities where they learn new skills or adapt previously learnt skills in a new context.
- Explore the behavioural, cultural, economic, environmental and social factors that influence an individual's selection of recreational activities
- Study the interrelationship of these factors with an individual's capacity to make effective changes to their leisure time activities.
- Explore and extend your organisational skills, while developing an understanding of the necessary right to be safe in a range of locations and activities.

This course supports continued VCE study in: Physical Education Units 1 – 4; VCE VET Sport and Recreation Units 1 – 4.

There will be additional costs associated with this subject.

## Topics

### Recreation

- Introduction to a wide range of recreational and leisure pursuits
- Role of government, non-government and community agencies.

### Recreational Activities

- Aquatics – lifesaving, snorkelling
- Roller blading /OR Ice skating
- Cycling / OR mountain biking.

### Sports Administration

- Identify and implement leadership skills through event management
- Assist in the preparation and administration of a School sporting event.

### Sports Coaching

- Registered 'Beginners General Principles of Coaching' course
- Sporting code of conduct and the implementation of fair play and good sporting behaviours.

## Learning Activities

- Identify the different roles/styles of a coach
- Undertake a variety of roles in team
- Assume responsibility for the organisation of a team
- 'Beginner's General Principles of Coaching' Course
- Practical demonstration of skills
- Develop proficiency in risk assessment, organisational and management strategies
- Participate in peer teaching or coaching situations with a focus on skill development and improvement and enjoyment
- Work with younger students, coaching them during Physical Education and cocurricular activities
- Fitness activities
- Golf
- Team Sports
- Develop proficiency in risk assessment strategies, focusing on identifying and implementing leadership skills through your involvement in event management of a School sporting event.

## Assessment

- Assessment of their respective contributions to class and group discussions
- Written and performance based assessment on a variety of recreational and sporting activities
- Risk assessment and safety guidelines – preparation and consideration of safety factors in recreational settings
- Skills tests and analysis of activities
- Assignments
- Semester examination.

[HEALTH PREREQUISITES / PATHWAYS](#)

[RETURN TO SUBJECT LIST](#)

# ELECTIVE: Years 9 & 10 Clinical & Forensic Psychology

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Within science, Psychology aims to describe, explain and predict human behaviour; in doing so it relies on scientific procedures. This course provides a challenging yet accessible introduction to the science of Psychology with an emphasis on the different fields of Psychology. It focuses on Clinical Psychology in particular sleep and dreaming, as well as the role of the Forensic Psychologist.

This course supports continued VCE study in Psychology Units 1 – 4.

## Topics

### Clinical Psychology

- What is sleep and why do we sleep?
- What happens when we sleep?
- Sleep deprivation
- Dreaming
- Theories of dream
- Meaning of dreams.

### Forensic Psychology

- What is Forensic Psychology?
- Stalking behaviour
- Criminal profiling
- Different crimes
- Psychopathic behaviours\serial killers and mass murderers.

## Learning Activities

- Analysis and discussion of key concepts
- Research activities
- Observation of behaviour
- Oral presentations
- Pair and group work
- Note taking
- Use of ICT to source original psychological experiments and investigate practical applications of theories
- Video analysis
- Media responses.

## Assessment

- Tests
- Research investigations
- Oral presentations and PowerPoint
- Assignments
- Semester examination.

[SCIENCE PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Years 9 & 10 History – Stranger Than Fiction

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Students will investigate the crucial role of Primary and Secondary sources in History and begin to analyse different Historical interpretations of two events in history- the English Reformation and the Communist Scare in the 1950's.

- Gain an understanding of the English Reformation and analyse different interpretations of the period.
- Learn about the fears of Communist infiltration of government in the United States in the 1950's.
- Through analysis interpret a range of sources and make your own conclusions.

This course assists students who wish to study 20<sup>th</sup> Century History, History: Revolutions, or Global Politics in VCE.

## Topics

- The Reformation of the Church
- Martin Luther
- Henry VIII and his wives
- The Cold War
- USSR-USA relations
- McCarthyism in America.

## Learning Activities

- Analysis and comparison of a range of sources including visual, graphic and written sources
- A study of the historiography of the Reformation and the Cold War
- Through Historical inquiry developing your own historical interpretations.

## Assessment

- Source analysis
- Research report
- Film analysis
- Semester examination.

[HUMANITIES PREREQUISITES / PATHWAYS](#)

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# ELECTIVE: Years 9 & 10 Changing History

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Students will investigate the impact individuals can make in society and assess the contribution they made to History.

- How did Mao Tse-Tung change China in the 20th Century? What do historians say about his contribution?
- Through independent learning, investigate a significant individual in History and assess how they changed society, and the world.
- Through research establish your own historical arguments using evidence from a variety of sources.

This course assists students who wish to study 20th Century History, History: Revolutions, or Global Politics in VCE.

## Topics

- The Chinese Revolution
- Mao Tse-Tung
- The Cultural Revolution
- China today
- An investigation into a significant individual. People to research could include:  
Nelson Mandela  
Josef Stalin  
Julius Caesar  
Queen Victoria  
Albert Einstein  
Abraham Lincoln.

## Learning Activities

- Analysis and comparison of a range of sources including visual, graphic and written sources
- Critically evaluating a range of evidence to develop strong historical arguments
- Develop a strong understanding of the historical debates around an individual.

## Assessment

- Source analysis
- Research report
- Film analysis
- Semester examination.

[HUMANITIES PREREQUISITES / PATHWAYS](#)

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# Year 9 & 10 English Language Support

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The Year 9/10 English Language Support (ELS) course is developed according to the needs of the students. Generally, the support consists of working with students on their reading, writing, listening and speaking skills. Additionally, mainstream class work is covered, concentrating on the acquisition and development of subject skills.

At this level, students demonstrate an ability to communicate in a variety of styles. They read a range of texts, selecting strategies for interpreting these. Students write competently on topics that are familiar, using various stages of the writing process, from planning and drafting, to proofreading and editing, with a view to improving their fluency.

Furthermore, the ELS classes are designed to provide students with a range of experiences in using oral English, and in listening comprehension, within the classroom.

An important component of ELS is teacher assistance with mainstream subjects. To this end, the ELS teacher oversees the work demands in other subject areas, liaises with subject specific teachers, and provides assistance where possible.

## Topics

- Grammar, syntax, vocabulary and spelling
- The Australian education system
- Cultural and educational comparisons with students countries of origin
- Current affairs
- Other topics of interest to the class
- Assistance with mainstream class work.

### All year:

- *English Grammar in Use*
- *Behind the News*.

## Activities:

- Pair and group work
- Spelling, vocabulary and grammar
- Reading and listening comprehension
- Oral presentations
- Reading, viewing and studying a range of texts
- Tasks that enable students to develop increasingly complex written responses
- Using ICT to enhance learning.

## Assessment

- Spelling, vocabulary and grammar tests as necessary
- Reading and listening comprehension
- Ongoing monitoring of all other class and homework
- Tests and other assessment tasks if, and when, required.

[ENGLISH PREREQUISITES / PATHWAYS](#)

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# St Catherine's School

## Arts and Design Studies

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An example of where an interest in **Arts & Design Studies** can take you....

Year 9	Year 10	VCE and VET
Art & Design	Art Visual Communication and Design	<b>VCE:</b> Visual Communication & Design Art Studio Arts  <b>VET:</b> <i>Applied Design (fashion)</i>

It is highly recommended that two units of art in Years 9 or 10 be completed prior to studying VCE Units 1 and 2.

It is also highly desirable that a student completes Unit 1 and 2 before Unit 3 and 4 in an art based subject, especially Visual Communication and Design.

**Supportive subjects:** English, History, Media, Mathematics

**Some suggestions as to where this pathway may lead:**

<b>Employment</b> Limited opportunities for students seeking employment directly from VCE.  See the Careers Advisor for details	<b>TAFE</b> Diplomas & Certificates in: Applied Art Drafting Architectural drafting Building Studies Art and Design Fashion / Textiles Visual Merchandising Art & Design Photography	<b>University</b> Bachelor Degrees in: Architecture Visual Arts Visual Communication Industrial Design Interior Design Landscape Architecture Fine Arts Textiles Textile Design Ceramic Design Education Communication Design Multimedia Photography Media & Communication Conservation Curatorship	<b>Consult the Careers Advisor and check:</b> Tertiary Entry Requirements Pre- requisites Recommended Units Any Special Requirements
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# St Catherine's School

## Drama Studies

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An example of where an interest in **Drama Studies** can take you....

Year 9	Year 10	VCE and VET
The Art of Comedy Creating the Drama	The Art of Comedy Creating the Drama	<b>VCE:</b> Theatre Studies  <b>VET:</b> <i>Creative Industries</i>

The preference is for girls to do at least one of the four Units in Years 9 or 10 prior to commencing VCE Theatre Studies or Drama.

**Supportive subjects:** English, History, Art, Music

**Some suggestions as to where this pathway may lead:**

<p><b>Employment</b> Limited opportunities for students seeking employment directly from VCE See the Careers Advisor for details</p>	<p><b>TAFE</b> Diplomas and Certificates in: Arts and media courses Multimedia Performing Arts Music Industry Dance Media Production Professional Writing and Editing Theatre Technology</p>	<p><b>University</b> Bachelor Degrees in: Visual and Performing Arts Media and Communication General Arts Journalism Cinema Studies Film and TV</p>	<p><b>Consult the Careers Advisor and check:</b> Tertiary Entry Requirements Pre- requisites Recommended Units Any Special Requirements</p>
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# St Catherine's School

## English Studies

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An example of where an interest in **English and Literature Studies** can take you....

Year 9	Year 10	VCE and VET
<p>English is a compulsory CORE subject for all girls</p> <p>Literature Elective</p> <p>English Language Support</p>	<p>English is a compulsory CORE subject for all girls</p> <p>Literature Elective</p> <p>English Language Support</p>	<p><b>VCE:</b></p> <p>English (compulsory)</p> <p>ESL (English as a Second Language)</p> <p>Literature</p> <p>Philosophy</p> <p>History</p>

St Catherine's expects students to have achieved a high level in Year 10 English before considering VCE Literature. It must also be noted that Unit 1 and 2 Literature is best studied by Year 11 students. Some students are selected to participate in English Language support or Educational Support.

**Supportive subjects:** English, History, Literature, Philosophy, Theatre Studies, Drama, Media, Art

*Some suggestions as to where this pathway may lead:*

<p><b>Employment</b></p> <p>Limited opportunities for students seeking employment directly from VCE</p> <p>See the Careers Advisor for details</p>	<p><b>TAFE</b></p> <p>Diplomas &amp; Certificates in:</p> <p>Professional Writing</p> <p>Creative Writing</p> <p>Editing</p> <p>Multimedia</p> <p>Art and Design</p> <p>Social and Community Service</p> <p>Legal Studies</p>	<p><b>University</b></p> <p>Bachelor Degrees in:</p> <p>Education</p> <p>Social Science</p> <p>Humanities</p> <p>Arts</p> <p>Public Relations</p> <p>Library studies</p> <p>Media</p> <p>Politics</p> <p>International Studies &amp; Relations</p> <p>Literature</p> <p>History</p> <p>Communications</p> <p>Journalism</p> <p>Law</p> <p>Cinema Studies</p> <p>Film &amp; TV</p> <p>Drama</p> <p>Welfare Studies</p>	<p><b>Consult the Careers Advisor and check:</b></p> <p>Tertiary Entry Requirements</p> <p>Pre- requisites</p> <p>Recommended Units</p> <p>Any Special Requirements</p>
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# St Catherine's School

## Humanities Studies

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Examples of where an interest in **Humanities** can take you....

### GEOGRAPHY

#### Year 9/

Geography is a compulsory CORE subject for one semester  
For Richer or Poorer  
The Way of the Dragon

#### Year 10

For Richer or Poorer  
The Way of the Dragon

#### VCE

Geography

It is strongly recommended to undertake at least 2 geography electives or Unit 1 and 2 prior to studying Geography Unit 3 and 4.

### HISTORY

#### Year 9

Changing History  
Stranger than Fiction  
The Way of the Dragon  
Philosophy  
Politics

#### Year 10

Changing History  
Stranger than Fiction  
The Way of the Dragon  
Philosophy  
Politics

#### VCE

History – 20th Century  
History – Revolutions  
Philosophy  
International Studies

It is strongly recommended to undertake one history or contemporary issue in Years 9 to be eligible to study 20<sup>th</sup> Century History in VCE. Unit 1 & 2 20<sup>th</sup> Century History should be undertaken prior to History Revolutions 3 & 4.

### COMMERCE

#### Year 9

Foundation Accounting  
Dollars and Sense  
(Accounting, Economics)  
Business Initiative Program

#### Year 10

Foundation Accounting  
Dollars and Sense (Accounting, Economics)  
Business Initiative Program

#### VCE and VET

**VCE:**  
Economics, Accounting  
Global Politics  
Business Studies  
**VET:**  
Business Studies  
CISCO

It is strongly recommended to undertake the Unit 1 & 2 prior to commencing the Unit 3 & 4 in the above mentioned VCE subjects. It is strongly recommended to undertake the Unit 1 & 2 prior to commencing any Humanities Unit 3 & 4 subject.

**Supportive subjects:** English, Maths, Literature, Humanities.

**Some suggestions as to where this pathway may lead:**

<b>Employment</b> Limited opportunities for students seeking employment directly from VCE Cadetships and traineeships are available. See the Careers Advisor for details	<b>TAFE</b> Diplomas & Certificates in: Business Studies Business Admin ICT Accounting Book keeping Legal Services Social and Welfare services Travel and Tourism	<b>University</b> Bachelor Degrees in: Geology Geography Law Commerce Economics Business Management Marketing Accounting International Studies	International Relations Arts History Transport and Logistics Politics Social work ICT Finance Property
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**Consult the Careers Advisor and check:**

- Tertiary Entry Requirements
- Pre- requisites
- Recommended Units
- Any Special Requirements

# St Catherine's School

## LOTE Studies

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An example of where an interest in **LOTE Studies** can take you....

Year 9	Year 10	VCE
French Japanese Chinese	French Japanese	<b>VCE:</b> LOTE – French LOTE – Japanese LOTE - Chinese

Students considering a VCE Language study should have attained a satisfactory standard in their Year 10 Language.

**Supportive subjects:** English, Literature, Humanities, Science, Maths, Health/PE,  
Art & Design, Media, Music

*Some suggestions as to where this pathway may lead:*

<b>Employment</b>	<b>TAFE</b>	<b>University</b>	<b>Consult the Careers Advisor and check:</b>
Limited opportunities for students seeking employment directly from VCE See the Careers Advisor for details	Diplomas & Certificates in: Legal Studies Interpreting Travel and Tourism Flight Attending	Bachelor Degrees in: General Arts Arts Global International Studies International Relations Politics Law Diplomacy Education Economics Travel and Tourism Aviation Business	Tertiary Entry Requirements Pre- requisites Recommended Units Any Special Requirements

# St Catherine's School

## Mathematics Studies

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An example of where an interest in **Mathematics** can take you....

Year 9	Year 10	VCE
Mathematics is a compulsory CORE subject for all girls	Mathematics is a compulsory CORE subject for all girls	<b>VCE:</b> Foundation Maths U1&2 General Maths (Further) U1& 2 General Maths (Sp) U1&2 Further Maths U 3&4 Math Methods (CAS) U1,2,3 & 4 Specialist Maths U 3&4

Students who enrol in General Mathematics Abstract should also enrol in Maths Methods (CAS).

Advice from Mathematics teachers is highly recommended prior to making any subject choices in Mathematics.

**Supportive subjects:** English, Mathematics, Chemistry, Physics

*Some suggestions as to where this pathway may lead:*

<b>Employment</b> Limited opportunities for students seeking employment directly from VCE See the Careers Advisor for details	<b>TAFE</b> Diplomas & Certificates in: Nursing Book keeping Drafting Building Studies Business Design ICT Hospitality Logistics Manufacturing Events Management Fitness and community recreation Fashion	<b>University</b> Bachelor Degrees in: Mathematics Statistics Engineering Architecture Medicine Nursing Education Aviation Research Industrial Design Valuation Science Health Science Accounting Economics Chemistry Social Science Management Marketing Psychology	<b>Consult the Careers Advisor and check:</b> Tertiary Entry Requirements Pre- requisites Recommended Units Any Special Requirements
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# St Catherine's School

## Media Studies

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An example of where an interest in **Media** can take you....

Year 9	Year 10	VCE and VET
Understanding Media Media Genres	Understanding Media Media Genres	<b>VCE:</b> Media  <b>VET:</b> Applied Design in Industry Creative Industries (Media) Interactive Digital Media

It is desirable that students have sound ICT knowledge and an interest in the de-construction and construction of the media.

**Supportive subjects:** English, Studio Arts, Visual Communication

**Some suggestions as to where this pathway may lead:**

<b>Employment</b> Limited opportunities for students seeking employment directly from VCE See the Careers Advisor for details	<b>TAFE</b> Diplomas & Certificates in: Multimedia Arts and Media ICT Digital Media Creative Industries Entertainment Theatre Technology Small community Theatre Performing Arts	<b>University</b> Bachelor Degrees in: Media Visual and Performing Arts Technical production Arts Media & Communication Film & TV Arts/ Cinema Studies Education Marketing Animation	<b>Consult the Careers Advisor and check:</b> Tertiary Entry Requirements Pre- requisites Recommended Units Any Special Requirements
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# St Catherine's School

## Music Studies

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An example of where an interest in **Music** can take you....

Year 9	Year 10	VCE and VET
Music	Music	<b>VCE:</b> Music Performance U1,2, Music Solo Performance U3, 4 <b>VET:</b> Applied Design in Industry Dance Music Industry – Performance

Prior to commencing VCE Music, it is suggested that students are proficient on an instrument or voice to a minimum standard of:

AMEB Grade 5 or equivalent (instrumentalists) and AMEB Grade 4 or equivalent (vocalists).

Also AMEB Grade 4 Theory and at least one semester of Year 9 and 10 Music is **recommended**.

**Supportive subjects:** English, Theatre Studies, Drama

**Some suggestions as to where this pathway may lead:**

<b>Employment</b> Limited opportunities for students seeking employment directly from VCE See the Careers Advisor for details	<b>TAFE</b> Diplomas & Certificates in: Arts and Media Music Industry Dance Entertainment (sound) Music Performance Theatre Technology Small community Theatre Performing Arts	<b>University</b> Bachelor Degrees in: Visual and Performing Arts Music Performance Arts (music maj) Media & Communication Film & TV Music Music Industry Contemporary Music Drama Arts/ Cinema Studies Education Music Therapy	<b>Consult the Careers Advisor and check:</b> Tertiary Entry Requirements Pre- requisites Recommended Units Any Special Requirements
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# St Catherine's School

## Health and P.Ed Studies

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An example of where an interest in **Health and Physical Education Studies** can take you....

Year 9	Year 10	VCE and VET
Physical Education and Health/ PE are compulsory CORE units Recreation and Sports Leadership Psychology and Science of Sport	Physical Education and Health/ PE are compulsory CORE units Recreation and Sports Leadership Psychology and Science of Sport	<b>VCE:</b> Physical Education Health & Human Development  <b>VET:</b> Community Recreation Community Services Hospitality Allied Health Dance

It is desirable that a student completes Unit 1 and 2 before Unit 3 and 4 in P. Ed/ Health based subject.

**Supportive subjects:** English, Maths, Biology, Chemistry, Psychology, PE, HHD

*Some suggestions as to where this pathway may lead:*

<b>Employment</b> Limited opportunities for students seeking employment directly from VCE Traineeships in Sport & Recreation are available See the Careers Advisor for details	<b>TAFE</b> Diplomas & Certificates in: Sport & Recreation Outdoor Recreation Nursing Childcare Residential and Community Services Fitness Personal Training Natural Medicines Health Science Social Welfare Hospitality Events Management	<b>University</b> Bachelor Degrees in: Education Chiropractic Nursing Paramedics Physiotherapy Human Movement Physical Education Occupational Therapy Public Health Nutrition Social Science Health Science *Please note some of these courses require a Mathematics or Science subject*	<b>Consult the Careers Advisor and check:</b> Tertiary Entry Requirements Pre- requisites Recommended Units Any Special Requirements
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# St Catherine's School

## Science Studies

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An example of where an interest in **Science** can take you....

Year 9	Year 10	VCE and VET
<p>Science is a compulsory CORE subject for all girls</p> <p>Psychology (Clinical &amp; Forensic)</p>	<p>Science is a compulsory CORE subject for all girls</p> <p>Psychology (Clinical &amp; Forensic)</p>	<p><b>VCE:</b> Biology Physics Chemistry Psychology</p> <p><b>VET:</b> Agriculture Allied Health</p>

St Catherine's expects students to have achieved a good level in Year 10 Science before considering VCE Science subjects.

It must also be noted that knowledge and skills in Science are cumulative, and it is strongly recommended Units 3 & 4 subjects are not undertaken unless Units 1 & 2 are successfully completed.

Physics requires a sound understanding of Science and Mathematics.

It is advisable to complete Unit 1 and 2 Psychology prior to commencing Units 3 and 4.

**Supportive subjects:** English, Mathematics, Health & Personal Development, Physical Education.

**Some suggestions as to where this pathway may lead:**

<p><b>Employment</b> Limited opportunities for students seeking employment directly from VCE See the Careers Advisor for details</p>	<p><b>TAFE</b> Diplomas &amp; Certificates in: Nursing Social and Community Services Welfare Animal Studies Laboratory Studies Agriculture Horticulture Dental Hygiene</p>	<p><b>University</b> Bachelor Degrees in: Medicine Nursing Social Science Health Science Marine Science Veterinary Science Agriculture Engineering Pharmacy Chiropractic Para medicine Dentistry Biotechnology Biological Science Geology Education Podiatry Speech Pathology Public Health</p>	<p><b>Consult the Careers Advisor and check:</b> Tertiary Entry Requirements Pre- requisites Recommended Units Any Special Requirements</p>
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