Year 10 2016
Subject Handbook
# Table of Contents

**Year 10 Curriculum and Pathway Planning** ................................................................. 3
- Important Dates in 2015 4
- Further Information and Assistance 4
- Overview of Subject Offerings in Year 10 5
- Core Subjects 5
- Elective Subjects 6
- Undertaking Accelerated Studies in Years 10 6
- Table of Subject Offerings Year 10 2016 8
- Careers Department 9

**Design, Arts and Technology** ................................................................................... 10
- Art Now 10
- Creative Graphics 10
- Digital Media 11
- Fashion Creations 11
- Food Styling and Design 12
- VET Certificate II Hospitality (Kitchen Operations) (Accelerated Study) 13

**English** ...................................................................................................................... 14
- English 14
- Literature 15

**Health & Physical Education** ................................................................................... 16
- Health & Physical Education 16
- VCE Physical Education Unit 1 (Accelerated Study) 17
- Mind, Body and Soul 18
- VCE VET Health: Certificate III in Allied Health Assistance (Accelerated Study) 19
- VCE VET Sport and Recreation: Certificate III in Sport and Recreation (Accelerated Study) 20

**Humanities** .............................................................................................................. 21
- Civics 21
- Commerce 21
- History 22
- History Global Empires: Challenges of Empires 22
- VCE Business Management Unit 1 (Accelerated Study) 23
- VCE Geography Unit 2 (Accelerated Study) 23

**Interdisciplinary Learning** ....................................................................................... 24
- Inquiry 24

**Languages** ................................................................................................................. 25
- French 25
- Italian 25
- Japanese 26

**Mathematics** ............................................................................................................. 27
- Possible Pathways for Mathematics 28
- Mathematics 29
- Mathematics A 30
- VCE Foundation Mathematics Units 1 and 2 30
- VCE Mathematical Methods Unit 1 (Accelerated Study) 31
- VCE General Mathematics Unit 2 (Accelerated Study) 31

**Performing Arts** ....................................................................................................... 33
- Designing Drama 33
- Music Investigation – Composition & Songwriting 33
- Music Investigation - Performance 34
- VET Certificate II in Live Production, Theatre and Events (Accelerated Study) 34

**Religious Education** ................................................................................................. 35
- Religious Education 35

**Science** ...................................................................................................................... 36
- The Big Ideas of Science 36
- Foundation Science 36
- Enhanced Biology (Accelerated Study) 37

**Summary of VCE Units to be offered at OLMC in 2016** ............................................. 38

**Personal Subject Selection Planner** ......................................................................... 39
Year 10 Curriculum and Pathway Planning

The Year 10 Subject Selection 2015 Handbook is an important part of the course planning and subject selection process. It is designed to inform students and parents about the requirements of studying Year 10 at OLMC and to provide an overview of the compulsory and elective subjects that are available.

The subject selection process also includes student and parent information sessions, course guidance and formal interviews. As each individual student must ultimately feel confident with their choices, it is advisable that:

- students and parents read through the Handbook carefully and make note of the key dates;
- students select subjects with an understanding of their learning strengths and likes;
- students choose subjects that suit their interests and develop their talents, skills and strengths; and
- students pick subjects that enable them to pursue their goals or aspirations, particularly in relation to their VCE or possible future study and career choices.

There are many pathway options available at OLMC as we offer a rich and diverse program for students to develop their interests and skills. There are opportunities to accelerate VCE or undertake an enhanced study or VET certificate. To help students make considered decisions about their personal learning program, they are encouraged to access the range of information, resources and support available to them.

Students should start by discussing their plans with:

- parents/guardians
- Pastoral Leader
- Year Level Coordinator
- Careers Coordinator
- Subject teachers
- other students

They should also attend, ask questions and actively seek information from people who can advise and guide them at the various information and feedback sessions throughout Term 3, including;

- the Subject Selection assemblies held during school hours in August
- Parent/Student/Teacher Interviews in August.

It is important to choose a program that suits the individual student as subject choices may not be able to be changed in 2016.

OLMC provides many people who can offer valuable perspectives and resources to assist students and parents in making informed decisions and choosing the right pathway options.

Ms Jocelyn Weterings
Learning Coordinator Years 10-12
jweterings@olmcheidelberg.catholic.edu.au
## Important Dates in 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 4 August</td>
<td><strong>Subject Expo, Centenary Building</strong></td>
<td>A great opportunity to speak with students and staff about the different subjects on offer; universities and TAFEs will also be represented to answer questions about tertiary study. Students and parents welcome.</td>
</tr>
<tr>
<td>Friday 7 August</td>
<td><strong>Accelerated studies applications open</strong></td>
<td>Students wishing to undertake an accelerated study in Year 10 can obtain an application form from the Learning Coordinator Years 10-12.</td>
</tr>
<tr>
<td>Friday 14 August</td>
<td><strong>Accelerated studies final day for applications</strong></td>
<td>Students applying for an accelerated study must submit their application to Learning Coordinator Years 10-12.</td>
</tr>
<tr>
<td>Thursday 13 August (2.00 – 8.00 pm)</td>
<td><strong>Parent/Student/Teacher Interviews, Centenary Building</strong></td>
<td>Subject interviews. Parents and students are expected to attend.</td>
</tr>
<tr>
<td>Monday 17 August</td>
<td><strong>Accelerated studies applications are processed</strong></td>
<td>Year 9 students applying for an accelerated study in 2016 will be assessed and some may be interviewed by Domain Leaders and other staff.</td>
</tr>
<tr>
<td>Friday 21 August</td>
<td><strong>Accelerated studies approvals</strong></td>
<td>Students who have applied for an accelerated study will receive notification of approval or non-approval by this date.</td>
</tr>
<tr>
<td>Monday 24 August (7.00 am)</td>
<td><strong>Online Subject Selection opens</strong></td>
<td>Web Preference online opens for students to enter their subject preferences for 2016.</td>
</tr>
<tr>
<td>Friday 28 August (midnight)</td>
<td><strong>Online Subject Selection closes</strong></td>
<td>Web Preference online closes.</td>
</tr>
<tr>
<td>Monday 31 August</td>
<td><strong>Subject Selection receipt</strong></td>
<td>Students submit to their Pastoral Leader the printout of the subjects they have entered online <em>(form must be signed by a parent).</em></td>
</tr>
</tbody>
</table>

## Further Information and Assistance

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Learning and Teaching</td>
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<tr>
<td>Domain Leaders:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design, Arts and Technology</td>
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<tr>
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<tr>
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</tr>
</tbody>
</table>
Overview of Subject Offerings in Year 10

Students may select a combination of core studies and elective units, including accelerated studies and Vocational Education and Training (VET). This means that, whilst maintaining a broad general education, students are able to follow their own particular interests and experience new areas.

In addition to the Year 10 core subjects (see table below) that we currently offer at OLMC, Year 10 students must select one study from the common block and may select a VCE or enhanced study.

The Common Block
Students select to do either Civics, Inquiry or a VET certificate
- Those students selecting Civics or Inquiry:
  - will travel to Canberra as part of their studies.
- Those students selecting a VET program:
  - will complete a VET certificate as an accelerated study;
  - may select from a range of VET programs;
  - and, upon completion of the VET program, will receive a recognised Australian qualification which also contributes to their VCE studies;
  - will be involved in structured workplace learning or work experience when Civics/Inquiry students are in Canberra;
  - will not be able to undertake a VCE accelerated study with the exception of VCE Mathematical Methods (CAS) Unit 1;
  - will need to collect and complete an application form for VET (available from the Pathways Lounge).

VCE or Enhanced Studies
Students may select to do one VCE unit or an enhanced study in Year 10 (also considered an accelerated study); this can open a pathway to completion of a VCE Units 3 and 4 study in Year 11.

Core Subjects

<table>
<thead>
<tr>
<th>Core: students study all year</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Religious Studies (includes Texts and Traditions Unit 1)</td>
<td>3</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From the common block, choose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either Civics or Inquiry or VET Program (Allied Health Assistance; Hospitality (Kitchen Operations); Live Production, Theatre and Events; Sport and Recreation)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core: students study at least one semester</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>6</td>
</tr>
</tbody>
</table>
**Elective Subjects**

All students are required to undertake **8 units in each semester, a total of 16 units all year:**

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English</td>
<td>2 units</td>
</tr>
<tr>
<td>• Maths</td>
<td>2 units</td>
</tr>
<tr>
<td>• RE</td>
<td>2 units</td>
</tr>
<tr>
<td>• Health &amp; PE</td>
<td>2 units</td>
</tr>
<tr>
<td>• Civics or Inquiry or VET</td>
<td>2 units</td>
</tr>
<tr>
<td>• Science</td>
<td>2 units</td>
</tr>
<tr>
<td>• Electives</td>
<td>4 units</td>
</tr>
</tbody>
</table>

**Undertaking Accelerated Studies in Years 10**

At OLMC, students who have demonstrated ability and commitment to their studies in Years 7 to 9 have the opportunity to complete one VCE unit at a Year 11 standard (Unit 1 or 2) referred to as an accelerated study. Satisfactory completion of a VCE Unit contributes to the fulfilment of the requirements of the VCE.

Students wishing to apply to undertake a VCE Unit in Year 10 must carefully consider their current and past academic strengths and weaknesses. They should investigate the most appropriate study to best complement their pathway and interests; and discuss the proposed acceleration with subject teachers at Parent/Student/Teacher Interviews and Pastoral Leaders.

- **This pathway is not automatic and students need to apply to undertake acceleration and have their application approved by the College.**
- **Students are permitted to undertake only one accelerated study, with the exception of those choosing to do VCE Mathematical Methods (CAS) Unit 1 who may choose two.**

**Selection Criteria**

- Consistently high level of commitment and persistence across a range of subject areas – ‘A+, A, B+, B’ grades in like subjects, minimum grade of ‘C’ across all other subjects.
- Demonstrated ability to work independently, complete work reliably and submit tasks punctually.
- Demonstrated ability to reflect on and evaluate your own learning and a willingness to seek teacher assistance when appropriate.
- A well-considered academic program.
The Application for an Accelerated Study

1. An application form for an accelerated study, including a statement outlining their reasons for wishing to undertake the study and how they meet the selection criteria, must be completed by the student. Forms are obtained from the Learning Coordinator Years 10-12 (see Important Dates).

2. Students must attach a copy of their Semester 1 2015 Report to the application form.

3. Students should discuss their total academic program with their Pastoral Leader and the application for an accelerated study will require acknowledgment by the Pastoral Leader.

4. The subject Domain Leader will consider the application, consult teachers and look at attendance and online reports to determine a student’s suitability. In cases where more information is required, the Domain Leader and Study Teacher may request an interview via email with the student.
<table>
<thead>
<tr>
<th>Year 10 Semester Units (Accelerated Studies shown in blue italics)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design, Arts and Technology</strong></td>
</tr>
<tr>
<td>Art Now</td>
</tr>
<tr>
<td>Creative Graphics</td>
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<tr>
<td>Digital Media</td>
</tr>
<tr>
<td>Fashion Creations</td>
</tr>
<tr>
<td>Food Styling and Design</td>
</tr>
<tr>
<td><strong>VET Certificate II in Hospitality (Kitchen Operations)</strong></td>
</tr>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
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<tr>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Mind, Body and Soul</td>
</tr>
<tr>
<td><strong>VCE Physical Education Unit 1</strong></td>
</tr>
<tr>
<td><strong>VET Certificate III in Allied Health Assistance</strong></td>
</tr>
<tr>
<td><strong>VET Certificate III in Sport and Recreation</strong></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
</tr>
<tr>
<td>Civics</td>
</tr>
<tr>
<td>Commerce</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td><strong>VCE Business Management Unit 1</strong></td>
</tr>
<tr>
<td><strong>VCE Geography Unit 2</strong></td>
</tr>
<tr>
<td><strong>History Global Empires: Challenges of Empires</strong></td>
</tr>
<tr>
<td><strong>Interdisciplinary Learning</strong></td>
</tr>
<tr>
<td>Inquiry</td>
</tr>
<tr>
<td><strong>Languages (run for whole year)</strong></td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Italian</td>
</tr>
<tr>
<td>Japanese</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics A</td>
</tr>
<tr>
<td><strong>VCE Foundation Mathematics Units 1 and 2</strong></td>
</tr>
<tr>
<td><strong>VCE General Mathematics Unit 2 (Sem 2)</strong></td>
</tr>
<tr>
<td><strong>VCE Mathematical Methods Unit 1</strong></td>
</tr>
<tr>
<td><strong>Performing Arts</strong></td>
</tr>
<tr>
<td>Designing Drama</td>
</tr>
<tr>
<td>Music Investigation – Composition &amp; Songwriting</td>
</tr>
<tr>
<td>Music Investigation – Performance</td>
</tr>
<tr>
<td><strong>VET Certificate II in Live Production, Theatre and Events</strong></td>
</tr>
<tr>
<td><strong>Religious Education</strong></td>
</tr>
<tr>
<td>Religious Education (Sem 1) and parts of VCE</td>
</tr>
<tr>
<td>Texts and Traditions Unit 1 (Sem 2)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>The Big Ideas of Science</td>
</tr>
<tr>
<td>Foundation Science</td>
</tr>
<tr>
<td><strong>Enhanced Biology</strong></td>
</tr>
</tbody>
</table>

**IMPORTANT TO NOTE**
If there are insufficient numbers of students wishing to study an elective unit, then it will not be available for that year.
Careers Department

Helping to Pave a Path to Success

Career development is a lifelong process of growth through life, learning and work. Throughout each year level, students develop and complete a Pathways Plan that reflects their understanding of themselves and future opportunities.

Year 10 – I plan

Students focus on planning to achieve broad career goals that offer a range of options. They use increased self-knowledge and deeper understanding of the education and training requirements to inform these decisions.

Understanding more about you helps to make good choices for subjects in the following year. Electives in Year 10 provide the opportunity for students to study a range of subject areas that interest them and give them an insight into the subject areas they would like to pursue in VCE/VCAL.

In Year 10, students will complete the Morrisby testing which uses results from a series of tests and a detailed questionnaire to provide numerous career suggestions that would be suited to the student. A comprehensive report is provided to each student and discussed with them to aid in career pathways planning. Parents are also welcome to meet with the Careers Coordinator to discuss the report.

The Pathways Lounge has valuable resources to help you research and begin planning your career pathway. These include university and TAFE course guides, career specific books, DVD’s and magazines.

The Careers Newsletter is distributed every fortnight and includes career profiles and up-to-date information about tertiary courses.

Students and parents are most welcome to arrange individual appointments with the Careers Coordinator, or to come in and browse through the resources in the Pathways Lounge.

Miss Dot Georgiou
Careers Coordinator
dgeorgiou@olmcheidelberg.catholic.edu.au
Design, Arts and Technology

Art Now

*Duration: one unit (one semester)*

**Dimensions**
- Creating and making
- Exploring, interpreting and responding

**Learning Focus**
Art Now is a folio-based subject which focuses on experimentation with contemporary materials, techniques and ideas.

There are elements of digital media used to enhance the art making process. Students study the way a variety of artists use materials, techniques and develop ideas to enhance their own art making.

- Want to express yourself?
- Want to be creative?
- Like to be original?

**Assessment Tasks**
- Folio of artworks
- Visual diary development
- Semester Examination

Students with a particular aptitude for Art are invited to apply to study VCE Studio Arts Units 1 and 2 in Year 10. These applications would be assessed by the teachers. Please contact your current Art teacher if you are interested in applying.

Creative Graphics

*Duration: one unit (one semester)*

**Dimensions**
- Creating and making
- Exploring, interpreting and responding

Creative Graphics is a hands-on practical course which will give you an appreciation of what makes good design. You will learn to analyse briefs and visualise concepts, and will explore typography, layout, digital design, packaging design and illustration. Students also gain practical skills with a variety of programs such as Adobe Photoshop, Illustrator and Google SketchUp.

Get to the core of what it means to be a graphic designer; gain an understanding of the culture of design combined with the techniques of a solid design process: from design brief to idea generation and sketching, layout design and finishing in the Adobe suite.

- Love brands?
- Love to be original?
- Want to be a graphic designer?

This is a fun way to explore your creativity and it is a pathway to any of the Design, Arts and Technology subjects.

**Assessment Tasks**
- Visual diary - containing preparatory drawings and design development for set tasks
- A folio of graphic images
- A folio of instrumental drawings
- End of semester examination
Digital Media

*Duration: one unit (one semester)*

**Dimensions**
- Creating and making
- Exploring and responding

**Learning Focus**
This course focuses on digital media such as film, photography and print design. The film production unit looks at elements such as lighting, camera, sound and editing. You will create a group film task.

In the photography unit we focus on camera use, photographic composition, image analysis, Photoshop and print design.

- Love film?
- Love photography?
- Love pop culture?

This is a fun way to explore your creativity and it is a pathway to any of the Design, Arts and Technology subjects.

**Assessment Tasks:**
- Group or Individual Film
- Photography Folio and Exhibition

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Fashion Creations

*Duration: one unit (one semester)*

**Dimensions**
- Design, Creativity and Technology: Investigating and Designing; Producing; Analysing and Evaluating

This subject is designed to allow students who may have an interest in pursuing a fashion related career or who love designing their own unique clothing the opportunity to gain an understanding of the role of a fashion designer.

**Learning Focus**
This unit will enable you to create a design portfolio that will launch you into the world of fashion, art and design. You will be exposed to global fashion and the design process used in some of your favourite brands.

Through the design process, you will learn how to create fashion illustrations, use digital and hand techniques to put together colour and fabric.

If you love style and using pattern and materials to create, then this course will give you the opportunity to apply visual art to your favourite clothing designs.

- Love clothes?
- Love a career in fashion?
- Have style?

This is a fun way to explore your creativity and it is a pathway to any of the Design, Arts and Technology subjects.

**Assessment Tasks**
- Design Brief
- Production
- Evaluation
- Examination
Food Styling and Design

*Duration: one unit (one semester)*

**Dimensions**
- Design, Creativity and Technology: Investigating and Designing; Producing; Analysing and Evaluating

Through the principles of design, students are able to enjoy food and learn about its significance in a social context. Students will explore current food trends and prepare modern recipes designed for individual tastes and needs. Through food blogging and styling trends, students will design and present food that shines on the plate and for the camera. Students will look beyond their environment to study the symbolism of food and the influence it has on culture today.

- Love delicious food?
- Love to cook with friends?
- Love photography?
- Love food styling?

This is a fun way to explore your creativity and it is a pathway to any of the Design, Arts and Technology subjects.

**Learning Focus**
On completion of the unit students should be able to:
- Use a wide range of techniques
- Use tools and equipment safely
- Analyse processes, tools and products
- Compare their products to commercial equivalents
- Creatively solve complex problems
- Prepare foods of a high standard

**Assessment Tasks**
- Design briefs: will incorporate Investigate, Design, Produce, Analyse and Evaluate.
- Examination
VET Certificate II Hospitality (Kitchen Operations) (Accelerated Study)

*Duration: Over two years – first year at OLMC; second year will be undertaken externally at one of the secondary schools in the Northern Melbourne VET cluster (NMVC).*

**Description**

The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

At OLMC, students will undertake Program 2: Certificate II in Hospitality (Kitchen Operations). This qualification is drawn from the SIT07 Tourism, Hospitality and Events Training Package.

Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served.

Units 1 and 2 of the program include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 and 4 offer scored assessment and incorporate units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts.

**VCE Credit**

Students will be eligible for up to four units towards their VCE: two units at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for Program 2, which can contribute directly towards the final ATAR – either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

**VCAL Credit**

You will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate and Senior levels.

**Career Opportunities**

Completing Certificate II in Hospitality (Kitchen Operations) will assist you in pursuing a career in the hospitality industry through vocational and higher education pathways. Employment opportunities exist in a variety of roles such as chef, pastry chef, caterer, breakfast cook, short order cook and fast food cook. Work would be undertaken in the kitchen area of various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

**Units of competence**

- Clean kitchen premises and equipment
- Maintain quality of perishable supplies
- Prepare simple dishes
- Participate in safe work practices
- Produce dishes using basic methods of cookery
- Source/use information on hospitality industry
- Use food preparation equipment
- Use hygienic practices for food safety
- Work effectively with others
English

Duration: two units (all year)

Strands
- Language
- Literacy
- Literature

Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Learning focus
Students will continue to engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Literary texts that support and extend students in Level 10 as independent readers are drawn from a range of genres and involve complex, structures. Students will study ‘classic’ literary works including a Shakespearian play as well as works of contemporary fiction and film. Through reading these texts they will engage with issues involving high order reasoning and they will be encouraged to make comparisons between different texts. Students will develop critical understanding of the contemporary media, and the differences between media texts.

Students will create a range of imaginative, informative and persuasive types of texts including narratives, performances, discussions, literary analyses, transformations of texts and reviews. They will learn how to synthesise ideas from a range of sources to create their own written texts.

Extension Opportunities
- Literature elective unit
- Poetry and writing competitions
- Publication of writing in school yearbook
- Participation in DAV debating
- Participation in the Frayne Voice Choir

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course. These tasks include:

- Reading texts
- Language exercises
- Journal writing
- Writing for a range of purposes, audiences and contexts
- Assignments on set texts
- Creative responses to text
- Analytical responses to text
- Group tasks
- Oral presentations
- Use of technology for research purposes, to create and review oral and written texts
- End of semester examinations

You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it.

To Kill A Mockingbird
Harper Lee
Literature

**Duration: one unit (one semester)**

**Strands**
- Language
- Literacy
- Literature

Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

**Learning focus**
On completion of the unit students should be able to:
- Identify structures and features of a range of spoken texts presenting complex themes and issues.
- Analyse critically the relationship between texts, contexts, speakers and listeners.
- Read a range of texts to discuss different perspectives on complex themes and issues.
- Develop and justify detailed interpretations of texts.
- Evaluate characteristics that define an author’s individual style.
- Create imaginative texts that make relevant thematic and intertextual connections with other texts.

**Assessment Tasks**
- Analytical text responses
- Creative responses to text
- End of semester examinations
- Analysis of poetry
- Oral dramatic presentation

**Information and Communication Technology Skills**
- Critical literacy of computer based texts including web pages and forums
- Application of technology to relevant communications studies
- Use of Internet for the purpose of sourcing and evaluating various reviews

Poetry is the rhythmical creation of beauty in words

Edgar Allan Poe
Health & Physical Education

Duration: two units (all year - two lessons of Physical Education and one lesson of Health Education per cycle)

Dimensions

Movement and physical activity
The aim of Physical Education is to encourage students to demonstrate proficiency in the execution of manipulative and movement skills during complex activities such as Bike Education, Tennis, Personal Fitness, Dance Sports, Rugby, European Handball, Self Defence, Badminton and Archery. The course will focus on identifying and implementing ways of improving the quality of their performance during games, physical activities, sports and a variety of recreational activities. Students will employ and devise skills and strategies to counter tactical challenges in game situations. They will assume responsibility for the conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

Health knowledge and promotion
The Health Education theory component is designed to enable students to identify and describe a range of social and cultural factors that influence the development of personal identity and values. Students will identify and explain the rights and responsibilities associated with developing greater independence. They will describe mental health issues relevant to young people. Students will compare and evaluate perceptions of challenge, risk and safety. They will analyse the positive and negative health outcomes of a range of personal behaviours and community actions. Students will identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They will identify and describe strategies that address current trends in the nutritional status of Australians. They will analyse and evaluate the factors that affect food consumption in Australia.

Learning Focus
On completion of this unit students will be able to:
- Demonstrate proficiency in the execution of manipulative and movement skills during complex activities.
- Demonstrate advanced skills in selected activities.
- Use training methods to improve their fitness level.
- Participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.
- Employ and devise skills and strategies to counter tactical challenges in game situations.
- Assume responsibility for the conduct of aspects of a sporting competition in which roles are shared.
- Demonstrate appropriate sporting behaviour.
- Identify and describe a range of social and cultural factors that influence the development of personal identity and values.
- Identify and explain roles and responsibilities associated with developing greater independence, including those related to relationship matters.
- Describe mental health issues relevant to young people.
- Compare and evaluate perceptions of challenge, risk and safety.
- Analyse positive and negative health outcomes of a range of personal behaviours and community actions.
- Identify health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.

Assessment Tasks may include:
- Written reports
- Group/personal tasks, evaluations and reflections
- Research assignments
- Structured questions
- Examinations
- Oral reports
- Case study analysis
- Media analysis

Information and Communication Technology Skills
- Multimedia presentations.
- Use of search engines to locate and download specific information on the Internet.
- Access, edit and sort data to create Word Documents, PowerPoint and Publisher presentations.
VCE Physical Education Unit 1 (Accelerated Study)

**Duration: one unit (one semester)**

Current Year 9 students who have a passion for sport, enjoy learning about body systems and are considering undertaking future studies in the Sports Science, Physiotherapy, Health and Behavioural Science fields are strongly encouraged to consider applying to under accelerated studies in VCE Physical Education.

VCE Physical Education involves examining body systems, biomechanical principles, the contribution of energy systems to performance, causes of fatigue and psychological strategies that can enhance performance. Each of these areas of study makes strong links to the fields of Biology, Psychology, Chemistry and Physics. It requires that students have a sound level of understanding of a range of concepts studied in these fields.

**Thus, students who are considering undertaking VCE Physical Education as part of their VCE program are required to undertake the Science elective 'The Big Ideas of Science' in Year 10.**

VCE Physical Education Unit 1 - Bodies in Motion

In this unit, students will examine the systems of the human body and how they translate into movement. Through practical activities they will explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways. Students will also focus on the range of physical activity options in the community. Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels. Students will explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students will investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students will create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.

**Outcomes**

On completion of this unit, students should be able to:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

2. Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

**Assessment**

Assessment tasks may include:

- Practical laboratory reports linking key knowledge and key skills to practical activities
- Data analysis
- Visual presentation
- Physical simulation or model
- Written report
- Case study analysis
- Multimedia presentation
- Test
Mind, Body and Soul

**Duration: one unit (one semester)**

‘Mind, Body and Soul’ is designed to focus on the three main areas of health and wellbeing: the mind, the body and soul, and to introduce students to concepts found in VCE subjects such as Physical Education and Health and Human Development. Students will engage in a variety of recreational and outdoor adventure activities and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

In this unit, students will develop an understanding of the musculoskeletal, cardiovascular and respiratory systems of the body and explore how they enable movement to occur. Through practical activities, they will investigate these body systems contributions and interactions during physical activity. Students will also explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students will examine the roles and responsibilities of a coach as well as evaluating coaching effectiveness. Sports psychology will also be introduced to students and students will investigate psychological strategies that can lead to increases or decreases in performance.

Throughout this unit, students will develop their time and resource management skills by undertaking inquiry based projects related to the concepts being studied. Students who undertake this subject will establish strong links across other health related areas including biology, human development, physiology, psychology and environmental science.

**Learning Focus**

On completion of this unit, students should be able to:

- Identify components of the musculoskeletal, cardiovascular and respiratory systems and explain how they function and enable movement to occur.
- Demonstrate their knowledge of, and evaluate the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
- Understand and apply physiological principles to practical situations.
- Take responsibility for selecting teams, allocating tasks, assigning and taking on leadership roles, determining timelines and action plans and monitoring and evaluating task situations.
- Undertake research and investigation to identify resources required to respond effectively to a range of case study scenarios.
- Apply a broad range of knowledge and skills to future studies in Physical Education and Health and Human Development.

**Assessment Tasks**

Assessment tasks may include:

- Practical laboratory reports linking key knowledge and key skills to practical activities.
- Data analysis
- Visual presentation
- Physical simulation or model
- Written report
- Case study analysis
- Multimedia presentation
- Test/Examinations
- Inquiry style projects

**Information and Communication Technology Skills**

- Multimedia presentations
- Use of search engines to locate resources.
- Google drive and documents to access, edit and sort data and information collected.
- Use of heart rate monitors, pedometers and online fitness resources.
VCE VET Health: Certificate III in Allied Health Assistance (Accelerated Study)

Duration: Over two years at OLMC

Description
The VCE VET Health program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the skills and knowledge required to pursue further training or work in an entry-level role within a range of health related areas.

At OLMC, students will undertake Program 2: Certificate III in Allied Health Assistance. This qualification draws from the HLT07 Health Training Package. Certificate III in Allied Health Assistance provides students with the knowledge and skills to assist allied health professionals (under direct supervision). Core units of competence in the certificate include: assist with an allied health program, recognise healthy body systems in a health care context and assist with client movement.

By completing this qualification, students will gain the skills and knowledge to assist in providing a range of services to clients. These may include assisting clients to develop their abilities for improved daily living, undertake rehabilitation, speech therapy, podiatry or nutritional programs. Students will work under the direction of other professional medical staff in organisations such as hospitals, aged care facilities, clinics or day centres.

VCE Credit
Students will be eligible for a minimum of one Unit 3 and 4 sequence. If a student receives a Units 3 and 4 sequence the student will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies), if the student has completed a maximum of six VCE Units 3 & 4 subjects.

Career Opportunities
Certificate III in Allied Health Assistance may lead to employment as an allied health assistant in the areas of podiatry, physiotherapy, speech, pathology or occupational therapy. Through a higher education pathway, future employment outcomes may include nurse, physiotherapist, pharmacist, dietician or doctor.

Units of Competence
- Apply privacy principles – medical environment
- Comply with infection control policies
- Communicate and work effectively in health
- Interpret and apply medical terminology
- Maintain patient records
- Participate in WHS processes
- Recognise healthy body systems in health
- Work with culturally diverse clients/peers
VCE VET Sport and Recreation: Certificate III in Sport and Recreation (Accelerated Study)

Duration: Over two years – first year at OLMC; second year will be undertaken externally

Description
The VCE VET in Sport and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students the opportunity to acquire and develop skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills are developed through the units of competency undertaken in the selected program.

At OLMC, students will undertake Program 3: Certificate III in Sport and Recreation. This qualification is drawn from the SIS10 Sport, Fitness and Recreation Training Package.

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. There are units such as teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 offers scored assessment and include core units such as basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. There are elective units in aquatics, fitness, sport and outdoor recreation groups.

VCE Credit
Students will be eligible for up to four units towards your VCE: two units at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for Program 3, which can contribute directly towards a student’s ATAR – either as one of their best four studies (the primary four) or as a fifth or sixth study.

Career Opportunities
Completing Certificate III in Sport and Recreation will assist you in pursuing a career in the sport and recreation industry through vocational or higher education pathways in areas such as facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional vocational training and experience, potential job outcomes may include coaching, teaching and sports administration. Higher education pathways can lead to employment opportunities such as sports development manager, sports scientist or sports marketing manager.

Units of competence
- Develop and extend critical creative thinking
- Develop and update knowledge of coaching
- Follow work health and safety policies
- Organise personal work
- Provide customer service
- Provide first aid
- Respond to emergency situations
Use social media tools
Humanities

Civics

*Duration: two units (all year)*

**Learning Focus**
Civics will provide you with the knowledge, skills and opportunities to understand and practice what it means to be a citizen in a democracy. You will undertake an Inquiry Based Project that will allow you to examine issues at a Global, National and Local level. You will be able to choose one or more of the following themes to investigate; Eco Justice, Poverty, Gender Equality, Indigenous Concerns and Asylum Seekers and Refugees.

During Semester 2 your examination of the Australian political system will be extended when you investigate ways to make a positive impact on the future of Australia and its citizens during a Study Tour of Canberra and an expo evening that will provide the opportunity to have a say on issues that matter to you. Your experience in Canberra will enable you to take responsibility to act independently in order to take your place as an Australian citizen. You will be able to navigate your way throughout the city, explore different places of national interest and demonstrate independence and initiative.

**Note:** only students who study Civics or Inquiry will be involved in the Canberra Study Tour.

**Extension Opportunities**
- Constitutional Conventions
- Community Engagement activities
- Civics/Humanities competitions

**Assessment Tasks**
Assessment tasks may include a combination of:
- Individual and group presentations
- Essays/Reports
- Inquiry Projects
- Exhibitions at an expo evening

**Future Learning**
Undertaking Civics in Year 10 will prepare you for studies in the following VCE units;
- Global Politics
- Legal Studies
- History

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Commerce

*Duration: one unit (one Semester)*

**Learning Focus**
Throughout this unit students will analyse current economic issues affecting Australia. You will explore economic issues such as unemployment, inflation, global trade and economic growth. An examination of the role key stakeholders play in the economy will be undertaken; including the role individuals, business groups and the government. Your role in the Australian economy will be explored. Students will investigate the way in which they can influence government policy. They will also develop an understanding of the role tax plays in their lives and in generating government income.

**Extension Opportunities**
- Humanities competitions

**Assessment Tasks**
Assessment tasks may include a combination of:
- Research Assignments
- Essays/Reports
- Oral Presentations
- Case Studies
- Topic Tests/Exam

**Future Learning**
Undertaking Commerce in Year 10 will prepare you for studies in the following VCE units;
- Business Management
- Accounting
- Legal Studies
History

**Duration: one unit (one semester)**

**Learning Focus**

Students investigate wartime experiences through a study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history. An examination of war in Europe and the Pacific will be undertaken. The impact this conflict had on Australian society will also be explored.

Students investigate struggles for Human Rights, including how rights and freedoms have been ignored, demanded or achieved in Australia, the US and in the broader context. A comparison between the 1960s Civil Rights movement in the USA to the Indigenous Rights movement in Australia will be undertaken. Students will examine significant events in Australia’s history that have impacted upon the Civil Rights movement in this country. These events could include: the 1967 Referendum, Right to Vote, Mabo Decision, the Apology.

When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary resources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions, allowing them to develop and justify their own interpretations of the past.

The overriding ideas of explored are: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

**Assessment Tasks**

Students will complete a range of assessment tasks throughout the course, these may include:
- Essay
- Research Assignment
- Document Analysis
- Team work
- Note taking skills
- Oral Presentation

**Future Learning**

Undertaking History in Year 10 will prepare you for studies in the following VCE units:
- 20th Century History
- Australian History
- History – Revolutions
- Global Politics

History Global Empires: Challenges of Empires

**Duration: one unit (one semester)**

**Learning Focus**

In this unit students explore the operation of European colonies and the challenges they faced from within and without. In the Early Modern period, 1400 –1775, new empires began to establish colonies and to trade on a global scale. Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire gained colonial possessions in a number of continents.

Despite their profitability, colonies brought a number of difficulties. Indigenous peoples resisted colonisation, settler societies were complex and unpredictable and colonies were a drain on resources. Rival powers jostled for advantage, alliances and resources. The many wars waged between Early Modern empires culminated in all-out global warfare in the Seven Years’ War (1754– 63). Britain’s success in this war led to a period of dominance which lasted well into the twentieth century.

Our focus will be on depth study 2, with study to centre around the colonies of the Americas.
Assessment Tasks
Students will complete a range of assessment tasks throughout the course, these may include:
- Essay
- Research Assignment
- Document Analysis

Future Learning
This unit acts as an excellent content base for the study of VCE Units 3 & 4 History: Revolutions and VCE Units 3 & 4 Australian History.

VCE Business Management Unit 1 (Accelerated Study)

Duration: one unit (one semester)

Unit 1: Small Business Management
Small businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. Students will explore the operations of a small business and its likelihood of success.

Learning Outcomes
1. Explain a set of generic business characteristics and apply them to a range of businesses.
2. Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and socially responsible small business.
3. Discuss one or more of the day to day activities associated with the ethical and socially responsible small business, and apply the operation/s to a business situation.

Assessment Tasks
Assessment Tasks may include the following:
- Case study analysis
- Development of a marketing/public relations plan
- Interview and report on contact with a business
- Business simulation exercise
- Essay/Test
- Report (written, visual, oral)
- Computer applications and simulations
- Business survey and analysis
- Analytical exercises
- Media analysis
- End of semester examinations

VCE Geography Unit 2 (Accelerated Study)

Duration: one unit (one semester)

Geography Unit 2: Human environments
Students will investigate the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural environments are those produced by human activities such as farming, forestry, tourism, mining, fishing. Urban environments are those produced by human activities created by housing, work and leisure pursuits. Rural and urban environments are significant because they are the locations where people live.

Rural and urban environments are dynamic. They can be changed in the long or short term by advances in technology, individual and organisational decisions, as well as by natural and human processes and events. Students will investigate the decisions that affect the management and the sustainability of rural and urban environments, including the decisions made by governments, organisations and individuals.

Learning Outcomes
Describe and explain the geographic characteristics of different types of rural and urban environments. Analyse and explain changes due to human activities in rural and urban environments.

Assessment tasks may include the following:
- recording and reporting on data collected in the field / data processing, analysis and presentations
- short-answer questions / structured questions
- research reports / written responses
- tests
Interdisciplinary Learning

Inquiry

**Duration: two units (all year)**

**Learning Focus**
The results of research are often used to support arguments or to provide evidence for new knowledge in an area. In this unit, the characteristics of good research will be studied and students will learn how to critically evaluate different types of research. They will conduct their own investigations in a way that is objective and will be able to draw upon their knowledge to make relevant conclusions.

The differences and similarities of research done in the Sciences and Humanities will be studied and based on themes such as Identity, Environment and Place. Students will undertake projects individually and in groups, allowing them to develop their independence and communication skills. Research Investigations may allow some opportunities for students to engage with the local community in carrying out their investigations.

This unit is designed to support future studies in disciplines that have a strong research component such as Psychology, History, Legal Studies and Global Politics. Students will travel to Canberra with the students studying Civics to support their studies in this unit.

Although not a pre-requisite, this unit would be highly recommended for students who are considering undertaking accelerated VCE Psychology Units 3 and 4 in 2017.

**Assessment Tasks**
Assessment tasks may include a combination of:
- Individual and group presentations
- Essays/reports
- Inquiry projects

**Future Learning**
Undertaking Inquiry in Year 10 will prepare you for studies in the following VCE units:
- Global Politics
- Legal Studies
- History
- Psychology
Languages

French

Duration: two units (all year)

Dimensions
The aim of this course is to build confidence and competence in reading, writing, listening and speaking in French within the world of teenage experience. In Semester 1, topics studied include Music, Fashion, Food and The Environment. In Semester 2, topics studied include Tourism in France, Cinema and Technology.

Learning Focus
On completion of the unit, students should be able to:
• Demonstrate comprehension of main ideas in a range of listening tasks;
• Communicate ideas orally in a range of situations, including poetry, conversation and monologue;
• Demonstrate comprehension of main ideas contained in a range of written texts; and
• Convey ideas and opinions through a variety of written tasks, such as email, letter, picture story and diary entry.

Assessment Tasks
• Written tasks
• Oral task
• Grammar tests
• Vocabulary tests
• Comprehension tasks
• Examinations

Italian

Duration: two units (all year)

Dimensions
The aim of this course is to build confidence and competence in reading, writing, listening and speaking in Italian within the world of teenage experience. In Semester 1, topics studied include Holidays, Travel, Friendships and Relationships and a Film Study. In Semester 2, topics studied include Technology, The Environment, Education and Work. Students are also provided with appreciation of culture, history and society through various activities and through the use of technology.

Learning Focus
On completion of the unit, students should be able to:
• Demonstrate comprehension of main ideas in a range of listening tasks;
• Communicate ideas orally in a range of situations including poetry, conversation and monologue;
• Demonstrate comprehension of main ideas contained in a range of written texts; and
• Convey ideas and opinions through a variety of written tasks such as e-mail, letter, diary entry, story and film review.

Assessment Tasks
• Written tasks
• Oral tasks
• Grammar tests
• Vocabulary tests
• Comprehension tasks
• Film study
• Examination
Japanese

*Duration: two units (all year)*

**Dimensions**
The aim of this course is to broaden students’ vocabulary and active use of grammar to allow them to freely express themselves in Japanese. A focus on oral skills aims to increase students’ confidence and competence in speaking. Students understand and use Japanese within the context of topics. These include House and Neighbourhood, a Japanese Homestay and School Experience, Weather, Festivals in Japan, Food and Restaurants. Through cultural activities students also gain an appreciation of Japanese culture, history and society.

**Learning Focus**
On completion of this unit students should be able to:
- Demonstrate comprehension of main ideas in a range of listening tasks;
- Communicate ideas orally in a range of situations, including conversation and monologue;
- Demonstrate comprehension of main ideas contained in a range of written texts; and
- Convey ideas and opinions through a variety of written tasks such as, a letter, story or diary entry.

**Assessment Tasks**
- Written tasks
- Oral tasks
- Grammar tests
- Vocabulary tests
- Script tests
- Cultural tasks
- Examination
Mathematics

At Year 10, all students will study **2 units** of Mathematics selected from:

- Year 10 Mathematics Semester 1 and 2
- Year 10 Mathematics A Semester 1 and 2
- VCE Foundation Mathematics Units 1 and 2

The learning objectives of each of these Mathematics subjects vary and influence the possible pathways that students can take at VCE. **Students should select their Mathematics subject carefully** and are strongly encouraged to consult with their current Mathematics teacher.

In addition, students who undertake the Mathematics A course may also choose the elective unit **VCE Mathematical Methods Unit 1** in Semester 2.

<table>
<thead>
<tr>
<th>These courses are designed for four broad categories of student:</th>
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</thead>
<tbody>
<tr>
<td>1. Students who have achieved the expected AusVELs standard at Year 9 may choose to study <strong>Year 10 Mathematics</strong>.</td>
</tr>
<tr>
<td>- Successful completion of this course leads to VCE General Mathematics Units 1 and 2 in Year 11, followed by VCE Further Mathematics Units 3 and 4 in Year 12.</td>
</tr>
<tr>
<td>2. Students consistently achieving grades of, at least, ‘B’ across all dimensions in Mathematics may choose to study <strong>Year 10 Mathematics A</strong>.</td>
</tr>
<tr>
<td>- Successful completion of this course leads to any pathway through VCE Mathematics in Years 11 and 12. However, it is expected that these students would take VCE Mathematical Methods Units 1 and 2 in Year 11.</td>
</tr>
<tr>
<td>3. Students who take <strong>Year 10 Mathematics A</strong> may also apply to do the Semester 2 elective unit <strong>VCE Mathematical Methods Unit 1</strong>.</td>
</tr>
<tr>
<td>- In Year 11, they would take VCE Mathematical Methods Unit 2, followed by VCE Specialist Mathematics M Unit 2.</td>
</tr>
<tr>
<td>- And, in Year 12, VCE Mathematical Methods Units 3 and 4 and perhaps also VCE Specialist Mathematics Units 3 and 4.</td>
</tr>
<tr>
<td>4. Students who take <strong>Year 10 Mathematics</strong> may also wish to apply to do the Semester 2 elective VCE General Mathematics Unit 2.</td>
</tr>
<tr>
<td>- In Year 11, they would take VCE Further Mathematics Units 3 and 4.</td>
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<tr>
<td>- And, in Year 12, study no Mathematics.</td>
</tr>
<tr>
<td>5. Students who have been working below the expected standard in Mathematics, particularly in Year 9 Modified Mathematics, are encouraged to study <strong>VCE Foundation Mathematics Units 1 and 2 in Year 10</strong>.</td>
</tr>
<tr>
<td>- This pathway leads to <strong>NOT</strong> studying any Mathematics in Years 11 and 12.</td>
</tr>
</tbody>
</table>
### Possible Pathways for Mathematics

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway 1</strong>&lt;br&gt;Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Unit 2 (Sem 1) and Specialist Mathematics Unit 2 (Sem 2) and Further Mathematics Units 3&amp;4</td>
<td>Mathematical Methods Units 3&amp;4 and Specialist Mathematics Units 3&amp;4&lt;br&gt;<em>Not all three Mathematics subjects can count in the 'top 4' for ATAR</em></td>
</tr>
<tr>
<td><strong>Pathway 2</strong>&lt;br&gt;Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Unit 2 (Sem 1) and Specialist Mathematics Unit 2 (Sem 2)</td>
<td>Mathematical Methods Units 3&amp;4 and Specialist Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td><strong>Pathway 3</strong>&lt;br&gt;Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Unit 2 (Sem 1) and Specialist Mathematics Unit 2 (Sem 2)</td>
<td>Mathematical Methods Units 3&amp;4</td>
</tr>
<tr>
<td><strong>Pathway 4</strong>&lt;br&gt;Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Unit 2 (Sem 1) and Specialist Mathematics Unit 2 (Sem 2)</td>
<td>Mathematical Methods Units 3&amp;4 and Further Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td><strong>Pathway 5</strong>&lt;br&gt;Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and Mathematical Methods Unit 1 (Sem 2)</td>
<td>Mathematical Methods Units 1&amp;2 and Specialist Mathematics Units 1&amp;2</td>
<td>Mathematical Methods Units 3&amp;4 and Specialist Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td><strong>Pathway 6</strong>&lt;br&gt;Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and General Mathematics Unit 2 (Sem 2)</td>
<td>Mathematical Methods Units 1&amp;2 and General Mathematics Units 1&amp;2</td>
<td>Mathematical Methods Units 3&amp;4 and Further Mathematics Units 3&amp;4</td>
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<tr>
<td><strong>Pathway 7</strong>&lt;br&gt;Students consistently achieving grades of 'B' and above</td>
<td>Mathematics A (Sem 1&amp;2) and General Mathematics Unit 2 (Sem 2)</td>
<td>Mathematical Methods Units 1&amp;2 and Further Mathematics Units 3&amp;4</td>
<td>Mathematical Methods Units 3&amp;4</td>
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<td><strong>Pathway 8</strong>&lt;br&gt;Students consistently achieving grades of 'B' and above</td>
<td>Mathematics (Sem 1&amp;2) and General Mathematics Unit 2 (Sem 2)</td>
<td>Further Mathematics Units 3&amp;4</td>
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### Pathway 9
Students consistently achieving grades of ‘D’ and above

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<thead>
<tr>
<th></th>
<th>Mathematics (Sem 1&amp;2)</th>
<th>General Mathematics Units 1&amp;2</th>
<th>Further Mathematics Units 3&amp;4</th>
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<tr>
<td><strong>Pathway 10</strong></td>
<td>Foundation Mathematics Units 1&amp;2 (Sem 1&amp;2)</td>
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<td>Students working below the expected Year 9 standard</td>
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</table>

| Pathway 11 | Students studying Modified Mathematics | Foundation Mathematics Units 1&2 (Sem 1&2) | No Mathematics | No Mathematics |

Students choosing to study **VCE Mathematical Methods** should answer **YES** to the following questions:

- Do you enjoy Mathematics, especially Graphs, Algebra and Probability?
- Do you feel you are good at Mathematics, especially in the topics of Graphs, Algebra and Probability?
- Do you like the challenge of problem-solving?
- Do you persist with a problem?
- Are you prepared to complete all homework regularly?
- Do you seek assistance when you are having difficulties?

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**Mathematics**

*Duration: two units (all year)*

**Strands**
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

**Learning Focus**
- **Number and Algebra**: Solving linear equations, inequations and simultaneous equations. Graphical representation of linear relationships.
- **Measurement and Geometry**: Surface area and volume of composite solids. Application of Pythagoras’ Theorem and trigonometric ratios in contexts. Use of similarity and congruence of plane shapes.
- **Statistics and Probability**: Represent data using diagrams for statistical analysis. Describe bivariate numerical data from scatterplots. Determine probabilities of a range of events.

**Extension Opportunities**
- Australian Mathematics Competition

**Assessment Tasks**
Students are required to complete a range of assessment tasks throughout the course which may include:

- Topic tests
- Work book and summary notes
- Problem Solving
- Use of technology: TI-Nspire CAS calculator
- Examinations
Mathematics A

*Duration: two units (all year)*

**Strands**
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

**Learning Focus**
- **Measurement and Geometry:** Surface area and volume of a greater variety of composite solids. Applications of Pythagoras’ Theorem and trigonometric ratios in contexts. Use of similarity and congruence of plane shapes. Apply angle and chord properties of circles.
- **Statistics and Probability:** Represent data using diagrams for statistical analysis. Describe bivariate numerical data from scatterplots. Determine probabilities for a range of events using appropriate mathematical language.

**Extension Opportunities**
- Australian Mathematics Competition

**Assessment Tasks**
Students are required to complete a range of assessment tasks throughout the course which may include:
- Topic tests
- Work book and summary notes
- Problem Solving
- Use of technology – TI-Nspire CAS calculator
- Examinations

VCE Foundation Mathematics Units 1 and 2

*Duration: two units (all year)*

These units provide for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and do not intend to undertake unit 3 and 4 studies in VCE Mathematics in the following year. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. The areas of study are space, shape and design, patterns and number, handling data, and measurement. Students are encouraged to use appropriate technology in all areas of their study.

**Learning Outcomes**
1. Confidently and competently use mathematical concepts and skills from the areas of study.
2. Apply and discuss mathematical procedures to solve problems in familiar and new contexts and communicate their results.
3. Select and use technology to apply mathematics in a range of practical contexts.

**Assessment Tasks**
- Investigations and projects
- Assignments
- Tests

**Entry (prerequisites)**
No prerequisites but students must understand that this course does not lead to any further study of VCE Mathematics.
VCE Mathematical Methods Unit 1 (Accelerated Study)

**Duration: Unit 1 in Semester 2 is completed at Year 10**

Areas of study:
- functions and graphs
- algebra
- calculus
- probability and statistics

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable. Students who choose this unit in Year 10 will study VCE Mathematical Methods Unit 2 in Semester 1 of Year 11, followed by VCE General Mathematics Unit 2 in Semester 2. With this background, they can then go on to study VCE Mathematical Methods Units 3 and 4 and also VCE Specialist Mathematics Units 3 and 4 in Year 12.

**Outcomes**
On completion of each unit, students should be able to:
1. define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
2. apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
3. use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment**
Assessment tasks for these units may include:
- Assignments
- Summary or review notes
- Short written responses
- Problem-solving tasks / Modelling tasks
- Tests and examinations

**Entry (prerequisites)**
Students must study Year 10 Mathematics A in Semesters 1 and 2 in Year 10. Students would be achieving consistent grades of ‘B’ and above. They must have demonstrated a commitment to their study of mathematics. The final decision as to whether or not a student is accepted into this class rests with the school.

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VCE General Mathematics Unit 2 (Accelerated Study)

**Duration: Unit 2 in Semester 2 is completed at Year 10**

Areas of study:
- algebra and structure
- arithmetic and number
- discrete mathematics
- geometry, measurement and trigonometry
- graphs of linear and non-linear relations
- statistics

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Students who choose this unit in Year 10 alongside Mathematics A will study VCE Mathematical Methods Units 1 and 2 and VCE Further Mathematics Units 3 & 4 in Year 11, followed by VCE Mathematical Methods Units 3 and 4 in Year 12.

Alternatively, students who choose this unit in Year 10 alongside Mathematics will study VCE Further Mathematics Units 3 and 4 in Year 11 and no Mathematics in Year 12.
Outcomes
On completion of the unit, students should be able to:
1. define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
2. apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
3. select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment
Assessment tasks for these units may include:
• Tests
• Assignments
• Summary or review notes
• Problem-solving tasks
• Modelling tasks
• Mathematical investigation
• Examinations

Entry (prerequisites)
Students would be achieving consistent grades of ‘B’ and above. They must have demonstrated a commitment to their study of mathematics. The final decision as to whether or not a student is accepted into this class rests with the school.
Performing Arts

Designing Drama

*Duration: one unit (one semester)*

**Dimensions**

- **Creating and Making**
  This unit focuses on the performance style of non-naturalism. Incorporating character development and performance skills that students have developed in previous years, students will now work predominantly on self-devised group ensemble work that will be performed for an audience. Technical and physical skills are developed through a wide range of activities and workshops in class.

- **Exploring and Responding**
  Students enrich their understanding of Drama through research, observation, analysis and discussion of their own performances and that of their peers. They increase their understanding of drama terminology, analysis skills and their understanding of a variety of performance styles.

**Assessment Tasks**

- Research Assignment
- Performance work
- Written Examination

**Extension Opportunities**

- Performing their ensemble work to a variety of audiences
- Senior Musical
- House Arts Festival
- Drama Club

Music Investigation – Composition & Songwriting

*Duration: one unit (one semester)*

**Dimensions**

- **Creating and Making**
  Do you love singing, performing or composing any type of music?

  This unit will enable you to create a portfolio of compositions for both/either instrumentalists and vocalists to perform. You will expand your understanding of the skills and techniques which are used by composers and songwriters to come up with a 'hit song' by being exposed to a variety of pieces including that of some of your favourite composers and bands/artists. Students will also use a variety of technological programs to aid them in creating their final score/song which will be performed by themselves or another member of the class at a public performance.

- **Exploring and Responding**
  Students will explore how composers and artists from past and current day musical styles use different compositional techniques to create their compositions and songs. You will analyse how performers then take these compositions and interpret them to create their own personal compositional/performance style.

**Assessment Tasks**

- Composition 1
- Composition 2
- Research/analysis written task
- Written Examination
Music Investigation - Performance

Duration - One Unit (One Semester)

Dimensions

• Creating and Making
  Ever thought of performing Twinkle Twinkle Little Star as a jazz piece?
  Is there a musical style you have always felt you couldn’t perform?
  Are you interested in VCE Music Performance? Yes? Then this subject is for you!

  You will explore a range of musical styles from the 1600’s to the present day through listening and performance activities. You will perform as part of a group and as a soloist in a public performance. You will be challenged to understand what is unique about each style of music and then to incorporate what you have learnt into creating an authentic sounding performance in the style of music of your choice.

• Exploring and Responding
  You will look at the influences of society on a number of musical styles. You will learn to analyse a piece of music through the use of music theory as well as research the influences on composers and the reasons behind the writing of their compositions.

Assessment Tasks:
• Group and solo performance
• Ensemble participation and journal
• Written/aural examination
• Analysis of two pieces in the style of your choice

VET Certificate II in Live Production, Theatre and Events (Accelerated Study)

Duration: One year

The Certificate II in Live Production, Theatre and Events is designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision. It is an entry level qualification, which has been customised to meet the needs of the theatre production industry.

This course covers many facets of the theatre production industry - Ushering, ticketing, seating, staging, lighting, make-up, set production, properties, occupational health and safety and industry knowledge.

Units of competence

• Work safely in the construction industry
• OHS
• Develop basic lighting skills and knowledge
• Basic audio skills and knowledge
• Ushering
• Process financial transactions
• Follow a design process
• Basic prop construction
• Work effectively with others
• Develop and apply creative arts industry knowledge
Religious Education

Duration: two units (all year) – one unit contains part of VCE Texts and Traditions Unit 1

Content Strands
- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacraments
- Morality and Justice

Learning Focus
Through the study of God, Religion and Life, students examine the nature and exercise of conscience, relating their experience to practical life choices.

The first strand is Morality and Justice. Students critique the value systems in contemporary Australian society, the reality of oppression and the Christian call to work for justice in the world. The value of each individual’s potential to be involved in promoting justice is emphasized in this unit. Students are encouraged to identify ways in which individuals develop personal responsibility and moral maturity.

Students will then look at the Church and Community through a study of the Church in history. Students develop an awareness of the changing Church with a special focus on the impact of the Second Vatican Council on the Church today.

The students develop a greater understanding of the nature of Prayer, Liturgy and Sacraments through these celebrations. They prepare and participate in various expressions of private prayer, communal celebrations and Christian meditation.

In the study of Texts and Traditions, the place of texts and their literary forms are studied within a religious tradition, exploring the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. Students are exposed to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. Students will also explore how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

Extension Opportunities
- Social Justice Programs
- Seeds of Justice Program with other Mercy Schools
- Year 10 Reflection Day
- Planning and participating in liturgy, prayers and reflections

Assessment Tasks
Students are required to complete a variety of assessment tasks which include:

- Written reflections
- Analytical responses
- Research tasks
- Oral presentations
Science

The Big Ideas of Science

*Duration: two units (all year)*

**Strands**
- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

**Learning Focus**
The Big Ideas of Science is designed to give a solid foundation in a range of Science disciplines and a pathway into each of the four VCE Science subjects: Biology, Chemistry, Physics and Psychology. Students will explore the big ideas of each of the four Sciences in core units.

The Biology unit focuses on the Science of genetics and evolution. Students will learn how information is passed on from generation to generation and investigate some of the ethical issues that have arisen in this area as technology has advanced in recent times.

Through the Chemistry unit, students will unlock the power of the periodic table; exploring the extent to which it can be used as a tool to understand atomic structure and predict chemical bonding patterns as well as the properties of compounds formed.

In the Psychology unit, students will learn about the fundamental process of scientific methodology by studying human behaviour. They will also investigate the various roles and responsibilities of psychologists in today’s society.

In the Physics unit, students will explore Newton’s laws of motion. They will discover the Science behind everyday phenomena and the practice of elite sports. Here again, students will utilise their knowledge of the scientific method to conduct a detailed investigation.

In addition to these core topics, students will study two applied science topics that look at one area of science in more depth with a real world context. The application of this field and the ethics of the technology will be explored.

**Assessment Tasks**
- Tests
- Research task
- Practical reports
- Student-designed investigations
- Debate
- Examination

Foundation Science

*Duration: one unit (one semester)*

**Strands**
- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

**Learning Focus**
Foundation Science is not intended for students who are considering studies of VCE Biology, Chemistry, Physics or Physical Education.

This unit focuses on giving students an introduction to the study of genetics and Psychology. Students will study genetic inheritance and consider the ethical issues that have arisen as the technology in this area has advanced. In an introduction to Psychology, they will look at the breadth of focus of this discipline and its application in various fields. They will study the structure and functioning of the brain and the processes involved in memory and motivation.
In the preparation for carrying out an Extended Research Activity on a Psychology topic, students will gain an appreciation of the importance of good scientific method and the appropriate use of statistics to present and analyse the data collected.

- **This subject should not be undertaken in addition to Big Ideas of Science at this level.**

- **Students who undertake Foundation Science will not be able to do VCE Psychology Units 3 and 4 in Year 11 but can study VCE Psychology Units 1 and 2 in Year 11, and then Units 3 & 4 in Year 12.**

- **Students who enrol in Foundation Science should not also be enrolled in VCE Physical Education Units 1 and 2 in Year 10.**

**Assessment Tasks**
- Tests
- Practical reports
- Extended Research Activity
- Presentation
- Examination

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**Enhanced Biology (Accelerated Study)**

*Duration: one unit (one semester)*

This elective is a pre-requisite for students wishing to undertake VCE Biology Units 3 and 4 in Year 11.

This unit has been developed to incorporate the essential concepts from the current VCE Biology Units 1 and 2 courses that best prepare students to accelerate their study of Biology.

**Cells and Functioning Organisms**

Just as life of a human begins with a single cell, so too does the life of all living things; plants, animals, bacteria and fungi all share this basic building block of life in common. In this unit, we will uncover why similarities and differences exist between humans and all other living things by investigating the inner-workings of the cell and the systems they make up in the body. We will also relate living organisms’ requirements to how each individual cell grows, multiplies, functions and responds to its environment.

**Learning Outcomes**

1. Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
2. Explain the relationship between features and requirements of functioning organisms.

**Assessment Tasks**
- Summary reports of practical activities
- Scientific investigation poster
- Data analysis and problem solving
- Tests: multiple choice and short answer
- Examination

**Entry**

As this subject is an accelerated pathway, students will therefore need to apply to undertake this study and have their application approved by the college. Note that students studying Enhanced Biology must also study Year 10 Big Ideas of Science in Semesters 1 and 2. Satisfactory completion of this unit does not guarantee acceptance into Units 3 and 4 Biology in 2015. Students would need to demonstrate a high competency in this unit before being approved for further acceleration.
## Summary of VCE Units to be offered at OLMC in 2016

**FOR YEAR 9 STUDENTS INFORMATION ONLY:**

<table>
<thead>
<tr>
<th>Units 3 &amp; 4 studies shaded in grey are offered as an accelerated study to Year 11 students</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Units 3&amp;4</th>
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<tbody>
<tr>
<td><strong>Design, Arts &amp; Technology</strong></td>
<td>Food Technology</td>
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<td>IT Applications</td>
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<td>Media</td>
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<td></td>
<td>Product Design and Technology</td>
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<td>Studio Arts</td>
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<td>History: Australian History</td>
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<td>History: Revolutions</td>
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<td>Religion and Society</td>
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<td>Allied Health Assistance Cert III</td>
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<td>Hospitality Cert II</td>
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<td></td>
<td>Live Production, Theatre and Events Cert II</td>
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<tr>
<td></td>
<td>Sport and Recreation Cert III</td>
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## Personal Subject Selection Planner

### Year 10 2016

<table>
<thead>
<tr>
<th>Study</th>
<th>Study</th>
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<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
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<tr>
<td>English</td>
<td>English</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Health &amp; Physical Education</td>
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<tr>
<td>Civics / Inquiry / VET:</td>
<td>Civics / Inquiry / VET:</td>
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<td>Elective 2:</td>
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#### Proposed VCE Selections

**Year 11 (Units 1 and 2) 2017**

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<td>Elective Study 2</td>
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<tr>
<td>Elective Study 3</td>
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<tr>
<td>VET or Elective Study 4</td>
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<td>Accelerated or Elective Study 5</td>
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**Year 12 (Units 3 and 4) 2018**

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<td>Elective Study 2</td>
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<td>VET or Elective Study 3</td>
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<td>Uni Extension or Elective Study 4</td>
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