# TABLE OF CONTENTS

## YEAR 10 PROGRAM 2013
- Introduction 1
- Why Choice? 1
- Elective Program 1
- The Miguel Class 2
- VCE Acceleration Program 2
- Acceleration VCE Units 1 and 2 2

## CORE SUBJECTS
- Religious Education 6
- English 7
- Mathematics 8
  - Gold Mathematics 9
  - Further Mathematics 10
  - Mathematical Methods 11
- Science 12
- Humanities
  - Geography 13
  - History 14
- Health and Physical Education 15

## ELECTIVE UNITS
- Literature 19
- Languages – French, Indonesian, Italian 20
- Performing Arts
  - Drama 21
  - Music Performance and Industry 22
- Technology
  - Materials Technology 24
  - Multimedia Design and Development 25
  - Systems Technology (Electronics) 26
- Visual Arts
  - Art 27
  - Media 28
  - Photography 29
  - Visual Communication Design 30
VCE ACCELERATED STUDIES
   VCE Accounting  32
   VCE Business Management  33
   VCE Economics  35
   VCE Geography  36
   VCE History  37
   VCE Information Technology  39
   VCE Legal Studies  40
   VCE Physical Education  42
   VCE Politics  44
   VCE Psychology  46

THE SELECTION PROCESS
   Checklist  48
   Ask Someone Who May Be Able To Help You……  49
   Online Subject Selection Instructions  50
   Subject Selection Appeals Form  52
YEAR 10 PROGRAM 2013

INTRODUCTION
Welcome to the planning stage of the Year 10 Program for the Year 2013. This booklet contains outlines and details of units available for selection in the Year 10 Elective Program.

Year 10 is the last of the compulsory years in secondary school. All courses offered meet the standards of the National Curriculum for those implemented in phase 1, 2013. Religious Education follows the guidelines set by the Catholic Archdiocese of Melbourne. Therefore, students in Year 10 in 2013 will study compulsory units from the core Key Learning Areas: Religious Education, English, Mathematics, Science, Health & Physical Education and Humanities (History / Geography).

In addition to these core studies each student is offered a broad range of elective subjects. These electives are drawn from the Literature, Technology, Languages, Visual & Performing Arts Key Learning Areas.

Students also have the possibility of accelerating their programs by undertaking a VCE unit 1, 2 Study.

WHY CHOICE?
It is our belief that choice will lead to a greater degree of control and responsibility, and therefore, ownership by the students over part of their learning program. Young men at this age are far more likely to be motivated towards success if they know they have some choices about what they can study, rather than having all the decisions made for them and enforced on them.

Choice, however, is on a restricted basis. The core studies must be maintained so that when students are making elective choices they do not inadvertently create barriers to subject selection in Years 11 and 12.

ELECTIVE PROGRAM
The Elective Program at De La Salle College seeks to provide all students with increased access to success. While a study of core subjects is essential in laying the foundations of the student’s education, the Elective Program provides an opportunity to broaden this foundation in the areas of a student’s personal interest and/or ability.

It is recommended that all students keep in mind career options they may have considered to date but at the same time students should not be strictly limited by such options. Indeed, personal interest is as important a consideration as any in the process of selecting appropriate electives. These electives may assist in opening up avenues for further studies or other career paths. Some even offer advantages in VCE with greater weighting in relation to ATAR scores.

The Elective Program should be seen as an opportunity to broaden the range of skills, interests and experiences students develop during their years of secondary schooling. Students and teachers will be able to take advantage of all the exciting opportunities inherent in comprehensive SOSE, Languages, Technology and Visual & Performing Arts offerings.
**THE MIGUEL CLASS**

In late 2010 Br Paul announced the development of the Miguel Class. This Homeroom group of higher academic achieving students will undertake a program of enrichment and extension in core curriculum subjects. The class was formed in Year 9 and will follow through into Year 10, 2013.

Capable students will be provided with the opportunity to learn at a different pace and do appropriately enhanced work to solidify their depth of understanding in English, Science, and Humanities. While most students in the Miguel class will undertake the highest level of Mathematics, this will not be required of all students in the class.

Students who accepted a place in the Year 9 Miguel class accepted that a place in the Miguel Class is dependent upon maintenance of high standards of academic performance and school/community involvement. These will be reviewed towards the end of Year 9 and a student who does not maintain the required standards may be required to relinquish their place in the Miguel Class. To meet the academic standard, students would be expected to maintain an overall exam average of at least 80% for the standard Year 9 course.

The most capable of those not in the class will be invited to take up any vacancies created in Year 10 Miguel.

**VCE ACCELERATION PROGRAM**

Students who are eligible for acceleration will have the available subjects listed as part of their on-line subject selection. They may then simply choose the subject in which they wish to accelerate. Those who do not meet the criteria for acceleration will not have these subjects listed as options for selection. Eligibility for acceleration is 80% in English and 80% in any related Year 9 study (see Acceleration VCE Units 1 and 2 table below). Any student, who for exceptional reasons has failed to meet the criteria for acceleration, may complete the appeals form found in Section Three of this handbook. Appeals are to be lodged at the Tiverton front office no later than 17 August, 2012. The appeals committee will meet in the week beginning 20 August and students will be advised of the outcome prior to the 24 August.

**ACCELERATION VCE UNITS 1 AND 2**

<table>
<thead>
<tr>
<th>ACCELERATION VCE Units 1 &amp; 2</th>
<th>RELATED YEAR 9 STUDIES NEEDING VERY HIGH LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Business Management</td>
<td>Humanities: History/Geography</td>
</tr>
<tr>
<td>Economics</td>
<td>Humanities: History/Geography</td>
</tr>
<tr>
<td>Geography</td>
<td>Humanities: History/Geography</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Mathematics/Techonology</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Humanities: History/Geography</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education and one of Science / Mathematics</td>
</tr>
<tr>
<td>Politics</td>
<td>Humanities: History/Geography</td>
</tr>
<tr>
<td>Psychology</td>
<td>Science</td>
</tr>
<tr>
<td>Languages</td>
<td>Only in exceptional circumstances when a student has already undertaken an accelerated program in Year 9.</td>
</tr>
</tbody>
</table>

Sally Buick
Deputy Principal, Curriculum

John McAlroy
Head of Tiverton Campus

Tim Ford
Head of Kinnoull Campus
CORE SUBJECTS
RELIGIOUS EDUCATION

COURSE LENGTH - TWO SEMESTERS (WHOLE YEAR)

COURSE DESCRIPTION
The Year 10 Religious Education curriculum explores the areas of faith, scripture, religions and conscience as the young men continue their search for meaning. Using the Religious Education texts mandated by the Archdiocese of Melbourne as the primary resource, students complete five major units of work.

TOPICS

TOPIC ONE: GOSPEL OF MARK
Students consider the development of the Bible and its acceptance by the faith community as the Word of God. The themes, literary structure and historical context of the Gospel of Mark are explored in depth.

TOPIC TWO: UNITY, DIVISION AND REFORM IN THE CHURCH
Students conduct a historical survey of the events that precipitated the Protestant Reformation in Europe. The Church’s response to this break in unity is examined with an emphasis on the foundation of new religious orders.

TOPIC THREE: RELIGIONS OF THE WORLD
Students survey major religions of the world according to eight key aspects of religions. A respect for people of good will is enhanced by the awareness of similarities between Christianity and other faiths, in addition to those beliefs and practices that are unique to each religion.

TOPIC FOUR: THE EUCHARIST
Within the context of preparing for the Eucharistic celebrations of the Social Justice Mass and Founder’s Day, students will explore the meaning of the Eucharist in Catholic life.

TOPIC FIVE: CONSCIENCE AND DECISION-MAKING
Students examine the nature and exercise of conscience, relating their experience to practical life-choices. Topics that come under close examination are euthanasia, embryonic stem cell research, just war theory, capital punishment and refugees and asylum seekers.

ASSESSMENT
Religious Education will be assessed through written assignments, oral presentations and tests. In addition, students are expected to maintain a complete workbook of notes and handouts. There will be an examination at the end of each semester.
ENGLISH

COURSE LENGTH - TWO SEMESTERS (WHOLE YEAR).

COURSE DESCRIPTION
The course for Year 10 is based on the Australian National Curriculum (AusVELS) and the three interrelated strands of, Literature and Literacy. Year 10 students are expected to develop their skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment and to extend their ability to be independent readers, including media texts, fiction, non-fiction, poetry and multi-modal texts. Students create a range of imaginative, informative and persuasive types of text including narratives, performances, reports, discussions, literary analyses, transformations of texts and reviews.

TOPICS

TOPIC ONE - ISSUES, ETHICS AND AUDIENCES
Students examine a range of media texts, including newspapers and documentaries. They produce a persuasive oral substantiating a clear point of view.

TOPIC TWO - NOVELS, VIEWS AND VALUES
Students study a novel in context, looking at how this affects the ethical views of the text. They produce a creative piece demonstrating their understanding before writing an analysis of the way the author constructs their text to promote an ethical viewpoint.

TOPIC THREE: SHORT STORIES AND VOICE
Students examine the construction of short stories and how the representation of people, cultures, places, events, objects and concepts is affected by the author’s choices, characterisation and use of voice. Students attempt to emulate this in their own creative piece.

TOPIC FOUR - SHAKESPEARE VISITED
Students study one of Shakespeare’s original plays alongside a contemporary version to understand how cultural stories are told across varying contexts. A close study of the original play examines Shakespeare’s use of and character to promote ethical viewpoints. Students produce a character analysis, persuasive oral and analytical essay based on their reading.

TOPIC FIVE - UNDERSTANDING CONTEXTS – ‘TOLERANCE’
Students develop an understanding of the idea of a Context study, where a range of texts are studied to analyse how a theme or idea is addressed in different ways and with different values being promoted. Through a close study of a film, along with a range of supporting texts of various forms, students produce a personal response to the Context showing their understanding.

ASSESSMENT
Assessment of the students ability to meet the standards is determined by the satisfactory completion of a variety of written and spoken tasks. Results are given for specified assessment tasks and summary results are provided on semester reports.

Students are also required to sit a formal written examination of 90 minutes duration at the end of each semester. A percentage result is provided on the semester report.
MATHEMATICS

COURSE LENGTH - Two semesters (whole year).

In order to meet students’ vocational and other learning needs beyond the compulsory years, a variety of mathematical learning experiences are required at Year 10. The arrangement of our Year 10 Mathematics Courses acknowledges the wide range of achievement of students as they prepare for Mathematical studies at VCE level.

Three specific courses have been designed for the commencement of Year 10 Mathematics. Students will be placed into one of these pathways based on assessment results and teacher evaluation over the duration of Year 9.

10 GOLD content is designed for students who have continued to find studies in mathematics challenging and who do not intending to study any units of Mathematics at Year 12. Possible studies beyond Year 10 include Year 11 VCE Foundation Mathematics or VCAL Numeracy (Part of the VCAL program at Years 11 and 12)

10 FURTHER MATHEMATICS content leads to the study of Year 11 and Year 12 Further Mathematics. This study at Year 12 offers a general preparation for employment and further tertiary studies.

10 MATHEMATICAL METHODS content prepares students for the studies of Mathematical Methods and Specialist Mathematics at Year 11 and 12. This option is suitable for able mathematics students (achieving greater than a 65% test average in Year 9) as it leads directly onto courses requiring high levels of mathematics such as science, economics and engineering.
GOLD MATHEMATICS

COURSE LENGTH – Two semesters (whole year).

TOPICS

Semester 1
- Pythagoras’ Theorem
- Building & Design (Perimeter, Area and Volume)
- Cost of Living (Percentages)
- Working with Graphs (Straight line graphs)

Semester 2
- People and Statistics
- Trigonometry
- Running a business

ASSESSMENT

Each topic will be assessed by a test and an assignment, each of which will be graded. Semester reports will report the performance in each topic, both test and assignments, as a percentage. You will also receive a VELS scale. The final report will also contain recommendations for further mathematics study.
FURTHER MATHEMATICS

The first two topics in this study are identical to those undertaken in the 10 MATHEMATICAL METHODS course. This enables comparison between the two groups and potentially offers a student the freedom to move at the conclusion of the second topic.

TOPICS

Semester 1
Algebraic Expansions & Factorisation
Linear Graphs & Equations
Pythagoras
Measurement
Financial Arithmetic

Semester 2
Measurement
Trigonometry
Simultaneous Equations
Similarity and Transformations
Statistics

ASSESSMENT
Each topic will be assessed by a test or an assignment, each of which will be assessed and given a percentage mark in the semester report.
MATHEMATICAL METHODS

TOPICS

Semester 1
- Algebraic Expansions & Factorisation
- Linear Graphs & Equations
- Pythagoras
- Surds and Indices
- 2D and 3D Trigonometry

Semester 2
- Measurement
- Quadratic Equations/Graphs
- Simultaneous equations
- Probability
- The Unit Circle

ASSESSMENT
Each topic will be assessed by a test or an assignment, each of which will be assessed and given a percentage mark in the semester report.
SCIENCE

COURSE LENGTH - TWO SEMESTERS (WHOLE YEAR).

COURSE DESCRIPTION
The Year 10 Science course is a compulsory subject studied by all students. The course is comprised of small topics that are based on the Victorian Essential Learning Standards and the subjects offered to students in VCE at De La Salle. The course has been developed to incorporate aspects of Science knowledge and practical work. Where possible practical work is used to consolidate the knowledge concepts covered.

COURSE OUTLINE
The Year 10 Science course comprises of the following topics:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyse Us</strong></td>
<td><strong>Road Science</strong></td>
</tr>
<tr>
<td>Investigating brain structure, function and how humans use their brains for the task of living</td>
<td>Investigating the motor vehicle and the laws that govern the motion of objects.</td>
</tr>
<tr>
<td><strong>Biotechnology</strong></td>
<td><strong>Evolution</strong></td>
</tr>
<tr>
<td>Investigating inherited characteristics, genetics and the impact of biotechnologies upon society.</td>
<td>Investigating evolutionary theories on the development, diversity and adaptation of life on Earth.</td>
</tr>
<tr>
<td><strong>Reacting Atoms</strong></td>
<td><strong>Our Universe</strong></td>
</tr>
<tr>
<td>Investigating atoms, how they interact with each other and common chemical reactions.</td>
<td>Investigating the origins of the Universe and its features including galaxies, stars and solar systems.</td>
</tr>
</tbody>
</table>

ASSESSMENT
The work requirements for each topic will remain consistent and include:

- Notebook work: where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Practical work: where students produce a variety of different reports on experimental investigations conducted throughout a topic.
- Topic tests: students are expected to recall topic knowledge under test conditions.

Added to the above, each of the following tasks is completed per semester:

- Project: Semester 1 – Genetic Disease Hospital pamphlet; Semester 2 – Mouse Trap Vehicle
- End of Semester Exam: One and a half hour examination comprising Multi-Choice, Short and Extended questions.
HUMANITIES – GEOGRAPHY

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION:
Geography is an exciting subject which allows students to develop a real connection with the world in which they live. Geographical issues feature in the media almost every day, for example, climate change, Melbourne's urban growth, natural disasters, water management. A major aim of this Geography course is to provide students with the knowledge and understanding to make a positive difference to the environment and the lives of other people. A further aim is to develop in young people inquisitiveness towards the environments in which they live, to ask questions about the natural world and the built environment. As technology has developed and changed, people have become more mobile - travel for recreation (tourism) and business has soared. Modern communications, such as, television and internet have enabled people to become more aware of the need for careful management of natural and human environments. Geographical studies provide a structure for enhancing this knowledge.

There are six principal areas of study in this course:

1. Plate Tectonics: The Moving Earth. This area of study examines the dynamics of the earth’s crust – ways in which the surface of our planet is constantly changing due to a range of natural processes. These processes may, in turn, be affected by and affect human activities.

2. The Hydrological Cycle. This study examines the role of water in the earth/atmosphere system, including its role as a landscaping agent through the work of streams and its role in supporting human activities.

3. Land Degradation. This topic considers the role of human activity in decreasing the quality and productivity of land. The focus is on inappropriate land use and overuse of natural resources. Strategies and policies to address the problem of land degradation will be considered.

4. Global patterns of development – this area of study looks at patterns of economic development and variations in living conditions throughout the world and the factors which affect them.

5. Mapping and remote landscape imaging – this area of study focuses on mapping techniques and the use of maps in conveying landscape information, aerial photography and satellite imagery.

ASSESSMENT
A range of assessment instruments is used, including, practical exercises, minor research projects, map and satellite image interpretation exercises, group work activities and fieldwork report. There will be an examination of one and a half hours duration at the end of the semester.
HUMANITIES - HISTORY

COURSE DESCRIPTION

THE MODERN WORLD AND AUSTRALIA
The twentieth century was perhaps the most tumultuous period in global history. The rise of Nazism in Germany and World War Two had consequences which shaped the modern world and Australia.

This unit examines in overview the following:

- The inter-war years, including the Treaty of Versailles, the Roaring twenties and the Great Depression
- The major movements for rights and freedoms and the achievement of independence by former colonies
- The Cold War and Australia's involvement in international conflicts
- Developments in technology, health, economic growth and sustainability

The three major depth studies for this year level are:

1. World War Two and the Holocaust
2. Rights and freedoms since 1945
3. The globalizing world and Australian popular culture

The events of World War Two are personalised with a memorable and often confronting visit to the Holocaust Centre and Museum in Elsternwick.

Assessment

- Document Analysis
- Propaganda Task
- Holocaust Museum Reflection
- Research Essay
- Examination
HEALTH & PHYSICAL EDUCATION

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION
The course consists of both practical and theoretical aspects.

PRACTICAL UNITS: MOVEMENT AND PHYSICAL ACTIVITY
The students undertake 6 x 3 week units composed of the following:

Unit 1- Fitness (including textbook chapter 1)
Unit 2- Indoor Sports
Unit 3- Cricket
Unit 4- Football Codes (including textbook chapter 2)
Unit 5- Racquet Sports
Unit 6- Team Games

THEORY UNITS: HEALTH KNOWLEDGE AND PROMOTION
Theoretical coursework is designed to reinforce the practical aspects of the course and give the students a deeper understanding of how their bodies function and adapt to imposed demands. The students work through a variety of tasks from the set text- Health & Physical Education Workbook.

- Physical Activity; Students examine training methodologies aimed at improving fitness.
- Movement Analysis; Students examine the development of skill in sport and how best to improve their acquisition of skills through specific training drills.

ASSESSMENT
Assessment is based on the following;

- Fitness Testing Results
- Level of Participation
- Semester exam/Workbook grade

Level of performance in each of these areas is reported in the semester report.

Note: In addition to the core semester unit of Health and PE, all students will also undertake 2 periods of sport per week in both semesters.
ELECTIVE UNITS

PLEASE NOTE: SUBJECT AVAILABILITY IS DEPENDENT UPON Viable NUMBERS AND TIMETABLELING CONSTRAINTS.
YEAR 10 LITERATURE

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION
This is an elective study for students with strong literacy skills seeking to further their study of literary texts. It is not a suitable elective for students undertaking Literacy Support. Students who choose this elective must also study core English.

Literature is also a VCE subject at Years 11 and 12. It is recommended that students planning to undertake VCE Literature should do Year 10 Literature.

In electing to study Literature a student will be required to delve more deeply into a body of texts which include novels, plays, short stories and poetry to:

- develop a greater sensitivity to the innate beauty of their;
- extend the powers of interpretation and analysis of texts; and
- broaden the scope of the students reading experience and recognition of literary texts.

OUTCOMES AND ASSESSMENTS

OUTCOME 1
Analyse, interpret and evaluate the typical features of a particular form of text and how it reveals views and values in the text. Students produce a written analysis of the ways in which altering the form of a text may alter the ways in which its messages are conveyed. (20 marks).

OUTCOME 2
Critically analyse key passages and features of the text to display sound understanding of character, theme and setting. Students will be presented with two passages from the text to analyse, through a series of questions. (20 marks).

OUTCOME 3
Respond imaginatively to the text in the style and genre of the author. Students will be required to plan, write and present orally, and in writing, a creative interpretation of the text that reflects an insightful series of comments on contemporary society. (20 marks).

OUTCOME 4
A written examination of 90 minutes duration, which will cover Outcomes 1 to 3 and will be marked out of 50.
LANGUAGES
FRENCH, INDONESIAN, ITALIAN

Course Length:
Two semesters (whole year). Please note that students selecting a language are committed for the full year.

Course Description (Continuing from Year 9)
The Year 10 Language course will build on the communication skills acquired in initial years of study and explore aspects of the culture. Listening skills will be practised through a number of audio-visual materials where native speakers are heard in the selected language. They will also have many opportunities to hear the spoken in the classroom. Communication in the will be encouraged through students' prepared and rehearsed dialogues and class discussions. Students will apply research skills through the usage of traditional and electronic tools (eg. use of the Internet). They will also produce works using a wide range of media, with a particular emphasis on electronic technology.

Languages

French
Students will work from the text “Touché 5 & 6” which covers the vocabulary and grammar necessary to discuss the themes of leisure activities, cinema, holiday aims and destinations, the body, illness and accidents, organising a party and end of year activities in France. The course will also cover discovery of French speaking countries, The Novel ‘Le Petit Prince’ and other CD and Internet activities.

Indonesian
Students will continue to work from the text “Kenalilah Indonesia 2”, a course which combines the study of and culture and Indonesia & Australian Relations. Themes relate to everyday life and will cover Leisure, The Environment, City Life, Celebrations and Customs.

Italian
This course is largely based on the text “ECCO 2”. This text covers most of the grammar and the vocabulary necessary to discuss the themes of Health and Leisure activities, Personal Qualities and Relationships, New Technologies and Environmental Issues, Holidays and Italians living in Other Countries, Employment. Other texts, Italian magazines, CDs, DVDs and electronic media will be used to cover topical issues and items of interest.

Assessment
The 4 main skills (Listening, Speaking, Reading and Writing) will be assessed during the course of each semester. A number of Unit tests and End of semester Examinations will complete the assessment.

If a particular offered Language does not receive sufficient selections for viability, students will be offered access to the Victorian School of’s programs with support at school.
PERFORMING ARTS
DRAMA

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION
This unit will introduce students to play-building techniques where the elements of producing a play are explored. Students will create scripts, rehearse and present a complete play. Active participation in workshops and completion of a weekly journal evaluating drama elements and class work is essential. Students will also be required to present an ensemble performance at a Drama Evening performance for an invited audience.

TOPICS
The following topics will be covered:
- Introduction to Theatre History
- Improvisation
- Basic Stagecraft eg. Lighting, Staging, Props, Set Design etc…
- Script Writing
- The Production

ASSESSMENT

EVALUATION
The ability to reflect and evaluate work undertaken in class, using appropriate drama terminology.

DEMONSTRATION OF SKILLS AND TECHNIQUES
The ability to work independently, in a group and display initiative.

PRESENTATION:
Students will be required to present a performance to a selected audience at a Drama Evening

THEATRE REVIEW
The ability to critically evaluate a play and discuss how stagecraft areas were used to enhance the production

EXAMINATION
Students are required to apply the skills, techniques, ideas and concepts explored in class.
PERFORMING ARTS
MUSIC PERFORMANCE AND INDUSTRY

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION
In Year 10 Music students develop a greater understanding of Music through study (analysis and music theory) and practice (performance and event management). The course draws on existing skills as an instrumentalist and creates opportunities to improve as a player while refining theory skills. The course allows students to think independently, demonstrate leadership skills and explore a range of performance settings.

TOPICS
Students study a wide range of topics and develop skills in:

- Playing in a band
- Performing as an individual
- Understanding themes and elements of music
- Time management, delegating and problem solving
- Understanding aural and written components of music

TOPIC ONE - GROUP PERFORMANCE (PRACTICAL)
Students prepare pieces to be performed in a group. During this process they develop an understanding of technique, repertoire and style. Students are encouraged to write original songs and explore the sound and style of their favourite musicians.

TOPIC TWO - SOLO PERFORMANCE (PRACTICAL)
Students prepare pieces to be performed in a solo context. During this process they develop an understanding of tone, dynamics, interpretation and repertoire specific to their solo instrument. Students explore a range of performance techniques and presentation skills.

TOPIC THREE - ANALYSIS (WRITTEN AND ORAL)
Students describe and understand elements of music and how they combine to create meaning within music. Students examine a range of music across many styles and select a works of their own choice to analyse.

TOPIC FOUR - EVENT MANAGEMENT (PRACTICAL AND LOG BOOK SUBMISSION)
Students develop a music event from conception to completion. They work in teams to meet deadlines with the vision to create a music event which contributes to college life and the wider community. Students are encouraged to be inventive, original and thorough in their preparation and execution of tasks. Self evaluation and initiative is a significant component of this unit.
**TOPIC FIVE: THEORY (WRITTEN EXAM)**
Students explore scale forms, rhythms, chords, key signatures and become familiar with a range of music theory concepts, symbols and.

**ASSESSMENT**
Group and solo performance are based on practical performances of repertoire. Analysis is assessed as an oral presentation. Event Management is assessed in combination of practical contributions and submission of a log book. Theory is assessed in a written and aural test.

Students are required to learn a musical instrument and read music to study this elective.
TECHNOLOGY
MATERIALS TECHNOLOGY

Course Length – Single semester.

Course Description
Students will use a wide range of hand tools, machines and equipment to process, manipulate, transform and recycle materials into 3D products. They will work with one or more of the following materials: wood, fabrics, plastics and metals. They will investigate, design, produce and evaluate technological concepts through a given design brief.

Students will learn to design a solution to a given problem and then plan the production stages. Through this design problem they will investigate the materials to be used and evaluate the success of their design.

Students who are considering taking VCE Product Design and Technology are encouraged to enrol in this unit.

Topics
• Design and material principles
• CAD systems
• Production planning
• Production activities including the use of hand and power tools
• Evaluation of production activities

Assessment
Folio is based on the student’s folio work that includes:

• Investigating and Design
• Production
• Analysing and Evaluating
• Semester Exam
TECHNOLOGY
MULTIMEDIA DESIGN AND DEVELOPMENT

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION
In today's society the individual is exposed to a wide range of communication media. The dominance of the print media is rapidly declining as multimedia technologies are developed. This course is designed to provide students with the technological tools to create and edit their own material and deliver interactive presentations using authoring software. The course is designed for students to work at their own pace in a cooperative learning environment.

TOPICS
Students study the nature and potential effects of some emerging technology and use tools, techniques and processes in order to solve problems. They:

- investigate the nature of each problem they consider
- design their solutions
- produce solutions
- evaluate the efficiency and effectiveness of the solutions

TOPIC ONE - DESIGN PRINCIPLES
Looks at the design of the graphic user interface and other main factors for consideration at the planning stage of a multimedia presentation.

TOPIC TWO - CONSIDERING THE USER
What are the implications for users regarding multimedia elements?

TOPIC THREE - DELIVERING A MULTIMEDIA PACKAGE
Considers the many factors involved in managing multimedia components, including file sizes, hardware and software requirements and technical requirements

ASSESSMENT
Assessment is based on the following or similar tasks: Multimedia Presentation; Emerging Technology Presentation; and an Animation Presentation.

Students are required to sit a Semester written examination of 90 minutes.
TECHNOLOGY
SYSTEMS TECHNOLOGY (ELECTRONICS)

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION
This unit covers the competency to construct basic electronic circuits and to enable an understanding of basic electronic components and systems. Hands-on projects in which students investigate, design, produce, and evaluate electronic solutions to a design problem encourage the development of new skills and higher order thinking.

Participants are encouraged to take responsibility for their own learning within a cooperative environment. Students who are considering taking VCE Systems & Technology, Physics or Higher Mathematics at VCE level are encouraged to enrol in this unit.

TOPICS
- Introduction to Systems Technology
- Understanding Mechanical Systems
- Understanding Electronic Systems

ASSESSMENT
Folio that includes:

- Investigation
- Design
- Production
- Evaluation
- Semester examination
VISUAL ARTS - ART

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION
In this elective the students will be given the opportunity to explore different means of expression through painting and drawing and to investigate and use a variety of sculptural forms, techniques and media. The class may adopt a theme or concentrate on a particular material or techniques to produce artwork. Students may work in a variety of media.

A variety of approaches and techniques will be investigated. Students will be given the opportunity to experiment with numerous mediums such as:

- Charcoal
- Acrylic paint
- Water colour
- Modroc
- Clay
- Plaster
- Wire
- Pencil
- Ink

The students will research how and why artists use different studio forms as a means of personal expression. Students are expected to respond in both written and verbal form. They may also investigate the works of relevant artists and be asked to respond analytically.

They will be expected to plan, design and complete artworks exploring the various ideas and media presented. They need to maintain a visual diary recording their experiences, design processes and notes on relevant artists and their works.

ASSESSMENT

- **Folio of Work** – art work completed in class
- **Skills and Techniques** – competence with media and techniques explored
- **Art Appreciation** – ability to express opinions regarding how and why art works are produced
- **Visual Diary** – notebook showing developmental work and ideas
- **Examination** – applying the skills, techniques, ideas and concepts explored in class
VISUAL ARTS - MEDIA

COURSE LENGTH – SINGLE SEMESTER

COURSE DESCRIPTION
This course aims to help students develop an appreciation of the processes and production elements of the media and its role in society. Students experience the creative and technical elements required to produce a short documentary film. They develop analytical skills through film analysis, as well as understand the nature and extent the media has on culture.

TOPICS
Students study media processes and production:

- Investigate and analyse the narrative structure and elements of the documentary;
- Plan and storyboard a short video documentary;
- Demonstrate skills in aspects of filming and editing;
- Evaluate the production techniques and elements and structure of documentary film.

TOPIC ONE - FILM ANALYSIS
Students analyse media texts in the documentary genre.

TOPIC TWO – UNDERSTANDING THE DOCUMENTARY
Introduces students to the technical codes and elements of film production including production and story elements.

TOPIC THREE - PRODUCTION
Students cover all aspects of documentary video production including interviewing techniques, filming, lighting and editing.

ASSESSMENT

- Workbook and visual diary
- Analysis of media text
- Media production plan (folio)
- Media production
- Written examination
VISUAL ARTS - PHOTOGRAPHY

COURSE LENGTH - SINGLE SEMESTER

COURSE DESCRIPTION
In this elective students will be given the opportunity to explore different means of expression through black and white Photography and Digital Imaging, investigate and use a variety of camera formats, film techniques, and printing techniques. The class may select from various photographic themes and refine imaging techniques to produce a folio of artworks.

A variety of approaches and techniques will be investigated. Students will be given the opportunity to experiment with numerous imaging tools and applications such as:

- Nikon SLR digital cameras
- Photoshop
- InDesign
- Nikon SLR film cameras
- Black and white film negative and darkroom printing equipment.

The students will research how and why artists use photographic techniques as a means of personal expression or mass communication. Students are expected to respond in both written and verbal form. They will also investigate the works of relevant artists and be asked to respond analytically.

They will be expected to plan, design and complete artworks exploring the various ideas and media presented. They need to maintain a visual diary recording their experiences, design processes and notes on relevant artists and their works.

ASSESSMENT

- Folio of Work – work completed in class
- Skills and Techniques – competence with photographic media and techniques explored
- Art Appreciation – ability to express opinions regarding how and why art works are produced
- Visual Diary – notebook showing developmental work and ideas
- Examination – applying skills, techniques, ideas and concepts explored in class
VISUAL ARTS - VISUAL COMMUNICATION DESIGN

COURSE DESCRIPTION
Visual Communication and Design is the designing and conveying of information using visual images.

Using freehand, technical drawing and some computer skills, students learn to use and apply techniques to create, design and communicate ideas.

TOPICS
The following areas are covered:

- Design Elements
- Design Principles
- Technical Drawing
- Product Design
- Product Review

ASSESSMENT

- Folio of Work
- Skills and Techniques
- Analytical Response to Visual Images
- Visual Diary – A notebook of all ideas, sketches, images, photocopies, work sheets etc
- Examination – Applying the skills, techniques, ideas and concepts explored in class
VCE ACCELERATED STUDIES

On-Line Subject Selections will close on 17 August
VCE ACCOUNTING

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The Study of Accounting will enable them to develop their financial knowledge and skills.

COURSE OUTLINE

UNIT 1 - ESTABLISHING AND OPERATING A SERVICE BUSINESS
This Unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

UNIT 2 - ACCOUNTING FOR A TRADING BUSINESS
This Unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students will develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package.

For the full course outline, please visit the Accounting Study Design on the VCAA website at: www.vcaa.vic.edu.au

SATISFACTORY COMPLETION AND ASSESSMENT TASKS
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

School-based course work will be assessed through practical exercises, class tests, and case studies. Spreadsheets and accounting software packages will be incorporated into the work. Units 1 and 2 will have end-of-semester examinations.

Related Year 9 Studies needing very high level of performance - Mathematics
VCE BUSINESS MANAGEMENT

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

COURSE OUTLINE

UNIT 1 - SMALL BUSINESS MANAGEMENT

*Business Concepts* - This area of study focuses on the characteristics of a range of businesses and their internal and external environments. Students develop an understanding of the nature of business in Australia.

*Small business decision-making, planning and evaluation* - This area of study focuses on the decisions and planning to be undertaken prior to the commencement or purchase of a small business. Students also examine the ongoing decisions and planning that must occur throughout the life of a business.

*Day-to-day operations* - This area of study focuses on the essential, on-going activities which sustain an ethical small business and promote its successful growth. Students examine introductory accounting, management of staff, effective use of ICT and introduction to legal requirements.

UNIT 2 - COMMUNICATION AND MANAGEMENT

*Communication in Business* - This area of study focuses on communication in business, with an emphasis on its importance and methods. Communication and its relationship to business objectives and business strategy are considered.

*Managing the marketing function* - This area of study focuses on the planning used by management to position its products and services in the marketplace. Students consider the essential characteristics of marketing and the fundamentals of communication and market research.

*Managing the public relations function* - This area of study focuses on the role management plays in creating and maintaining the image of the business.

For the full course outline, please visit the Business Management Study Design on the VCAA website at:  [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)
Satisfactory Completion and Assessment Tasks
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student's achievement in regard to specific outcomes.

School-based course work will be assessed through case studies, business plan and surveys, topic tests and computer application. Units 1 and 2 will have end-of-semester examinations.

Related Year 9 Studies needing very high level of performance - Humanities: History/Geography
VCE ECONOMICS

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

COURSE OUTLINE

UNIT 1
A market system - The Australian economy is primarily a market based system. This area of study introduces the basic economic concepts and the workings of markets: places where buyers and sellers exchange goods and services. On completion of this Unit the student should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.

Economic Issues - On completion of this Unit the student should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

UNIT 2
Economic change: issues and challenges - A number of contemporary economic issues have an influence on current and future living standards in Australia. Students examine the importance of maintaining sustainable rates of economic growth for current and future living standards.

Global Economic issues - Australia’s wealth depends, in part, upon the decisions made and the levels of economic activity in other countries. Through a close examination of Australia’s trading relationships, students come to appreciate the factors that influence Australia’s balance of payments and exchange rate. Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia.

For the full course outline, please visit the Economics Study Design on the VCAA website at: www.vcaa.vic.edu.au

SATISFACTORY COMPLETION AND ASSESSMENT TASKS
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

School-based course work will be based through essay, folio of applied exercises, report, class test and case studies. Units 1 and 2 will have end-of-semester examinations

Related Year 9 Studies needing very high level of performance - Humanities: History/Geography
VCE Geography is the study of where geographical features are located and why they are there, why the earth’s surface both natural and built is so varied, and how and why these variations are important. The key focus of the Study is the interaction between human activities and natural processes, and the development of an understanding of the distribution of human and natural phenomena, on or near the earth’s surface.

**COURSE OUTLINE**

**UNIT 1 - NATURAL ENVIRONMENTS**
Natural environments are studied at different scales, so that their geographic characteristics can be compared and contrasted. The dynamic nature of natural environments is studied in terms of the various natural agents of change and also in terms of the impacts of human activities. Specific topics for study will be drawn from: coastal environments, rivers, the atmosphere.

**UNIT 2 - HUMAN ENVIRONMENTS**
The geographic characteristics of rural and urban environments are studied at a range of scales. These dynamic environments are examined in terms of a broad range of socio-economic and natural factors which impinge upon them. Specific topics for study will be drawn from: metropolitan and inner urban areas, the rural-urban fringe, retail precincts, farming areas.

For the full course outline, please visit the Geography Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**SATISFACTORY COMPLETION AND ASSESSMENT TASKS**
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

**ASSESSMENT FOR UNIT 1 AND UNIT 2**
Satisfactory completion - The student must demonstrate achievement of the outcomes specified for each Unit. This is based upon the teacher’s assessment of the student’s performance on the designated assessment tasks.

Related Year 9 Studies needing very high level of performance - **Humanities: History/Geography**
VCE HISTORY

VCE History continues the practice of understanding and making meaning of the past. It builds an understanding of the link between accounts of the past and the values and interests of the time in which the accounts were produced. It seeks to extend students’ cultural, economic, social and political understanding while developing analytical skills and using imagination. It also draws links between contemporary society and its history, in terms of its social and political institutions, and .

VCE history is relevant to students who wish to pursue formal study at tertiary level as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

COURSE OUTLINE
At De La Salle College History units offered are as follows:

- **Year 11 single semester units**
  - Unit 2 People and Power
  - Unit 2 Twentieth Century History

- **Year 12 whole year courses**
  - Units 3 & 4 Revolutions
  - Units 3 & 4 Renaissance Italy

**YEAR 11 SEMESTER ONE – UNIT 2 PEOPLE AND POWER**
The focus for this Unit will be the Civil Rights struggle in the USA. The students will undertake a study of the way in which the blacks in America have struggled to attain freedom and equality, the most basic of human rights.

**YEAR 11 SEMESTER TWO – UNIT 2 TWENTIETH CENTURY HISTORY**
The focus for this Unit is the Vietnam War and the 1960s anti-war movement. Students will undertake a study of the causes, the course of the war and the effects of the war on the wide range of people involved including the Vietnamese people and the soldiers who fought on both sides during the period.

For the full course outline, please visit the History Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**SATISFACTORY COMPLETION AND ASSESSMENT TASKS**
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.
ASSESSMENT INSTRUMENTS

- Document Interpretation
- Oral History Project
- Research Activities on Social Change
- Film Study: Hollywood and War
- Essays
- Semester Exam

Related Year 9 Studies needing very high level of performance - History
VCE INFORMATION TECHNOLOGY

This Study focuses on the processing of data and the management of information and information systems to meet a range of individual, business and societal purposes. In each Unit students explore the capacities, scope and limitations of hardware and software and how they interact. This Study would benefit students who wish to explore how the rapid pace of development of information technology is having a major influence on almost all aspects of society and provides a pathway for further studies in the Arts, Engineering, Computer Science, Science, Information Systems and Business.

COURSE OUTLINE - THE STUDY IS MADE UP OF FOUR UNITS

UNIT 1 - IT IN ACTION
This Unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives

UNIT 2 - IT PATHWAYS
This Unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT.

UNIT 3 - SOFTWARE DEVELOPMENT
This Unit focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfil these needs.

UNIT 4 - SOFTWARE DEVELOPMENT
This Unit focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems.

For the full course outline, please visit the Information Technology Study Design on the VCAA website at: www.vcaa.vic.edu.au

SATISFACTORY COMPLETION AND ASSESSMENT TASKS
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

Related Year 9 Studies needing very high level of performance - Mathematics / Technology
VCE LEGAL STUDIES

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. The Study assists in the development of students' knowledge of their legal rights and responsibilities.

This Study is designed for students who have an interest in current affairs and the world around them, with an emphasis on participating as an active citizen.

COURSE OUTLINE – THE STUDY IS MADE UP OF FOUR UNITS

UNIT 1 - CRIMINAL LAW IN ACTION
The law influences all aspects of society-at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal system in achieving justice.

Areas of study – Law in society, Criminal law, The criminal courtroom

UNIT 2 - ISSUES IN CIVIL LAW
The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Areas of study – Civil law, The civil law in action, The law in focus, A question of rights.
For the full course outline, please visit the Legal Studies Study Design on the VCAA website at: www.vcaa.vic.edu.au

**SATISFACTORY COMPLETION AND ASSESSMENT TASKS**
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

School-based course work will be assessed through newspaper file, field reports, mock courts and role-plays, essays, structured assignments, case studies and topic tests. Units 1 and 2 will have end-of-semester examinations.

**Related Year 9 Studies needing very high level of performance - Humanities: History/Geography**
VCE PHYSICAL EDUCATION

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity.

COURSE OUTLINE – THE STUDY IS MADE UP OF FOUR UNITS

UNIT 1 - BODIES IN MOTION
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

UNIT 2 - SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

For the full course outline, please visit the Physical Education Study Design on the VCAA website at: www.vcaa.vic.edu.au
Satisfactory Completion and Assessment Tasks

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student's achievement in regard to specific outcomes. Assessment instruments:

- tests
- oral presentations
- laboratory reports
- data analysis
- case study analysis
- multimedia presentations
- reports of participation in a practical activity

Related Year 9 Studies needing very high level of performance – English and Physical Education or Science
VCE AUSTRALIAN AND GLOBAL POLITICS

In the twenty-first century, political decisions and actions taken by individuals, groups, organizations and governments are increasingly global in their impact. Politics will enable students to understand and reflect on contemporary, national and international political issues, problems and events, and the forces that shape them.

The study of Politics prepares students for further study at tertiary level or in vocational education and training settings, as well as broadens students’ knowledge of, and ability to participate in, key global issues.

COURSE OUTLINE

UNIT 1 - THE NATIONAL CITIZEN
Unit 1 introduces students to the broad nature of politics and the types and use of power. The title reflects the primarily Australian content of the unit and is designed to provide a background for Australian Politics Units 3 & 4

- Area of Study 1: Power, politics and democracy
- Area of Study 2: Exercising and challenging power.

UNIT 2 - THE GLOBAL CITIZEN
Unit 2 contains a 21st Century rather than an historical approach to global politics. It approaches globalisation from the perspective of the students and introduces students to forms of global participation and the roles of global actors.

- Area of Study 1: Global threads
- Area of Study 2: Global cooperation and conflict

For the full course outline, please visit the International Politics Study Design on the VCAA website at: www.vcaa.vic.edu.au

SATISFACTORY COMPLETION AND ASSESSMENT TASKS
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.
ASSESSMENT INSTRUMENTS

Units 1 and 2
- Essays
- Document Analysis
- Research activities on political systems
- Oral Presentations
- Semester Examination

Related Year 9 Studies needing very high level of performance - Humanities: History/Geography
VCE PSYCHOLOGY

Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour; in doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour. The accreditation period for Psychology ends on 31 December 2009.

COURSE OUTLINE – THE STUDY IS MADE UP OF FOUR UNITS

UNIT 1 – WHAT IS PSYCHOLOGY?
In this Unit students are introduced to the nature and scope of psychology as a scientific discipline, and the evidence-based nature of findings in psychology. Life span psychology, the development of individual behaviour and mental illness are also studied.

UNIT 2 – SELF AND OTHERS
In this Unit interpersonal and group behaviour is studied along with intelligence testing and theories of personality.

For the full course outline, please visit the Psychology Study Design on the VCAA website at: www.vcaa.vic.edu.au

SATISFACTORY COMPLETION AND ASSESSMENT TASKS
The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In all Units the range of tasks will include: practically based investigations; analysis and interpretation of data; scientific report writing; research; tests and examinations.

Related Year 9 Studies needing very high level of performance - Science
THE SELECTION PROCESS
CHECK LIST

- Study of a Language is a one-year commitment – no changing over during the year.

- You can only study the same Language you studied in Year 9.

- You may apply to study a VCE subject if your last 2 semester reports reflect results which average 80% in English and related studies.

- Make sure you have a genuine interest in the subjects you have selected.

- Subject selection (on-line) opens 10 August and closes 17 August.

- Students must print off final selections, have signed by parents and returned to Homeroom Teachers by 17 August.

- Appeals for those not meeting Acceleration Criteria are to be lodged at the Tiverton front office before 17 August.

- Students will be e-mailed their log-in details and a link to the portal via their school e-mail.
ASK SOMEONE WHO MAY BE ABLE TO HELP YOU…

✓ Homeroom Teacher

✓ Subject Teachers

✓ Careers Counsellors
  - Ms Carmel Smart
  - Caroline Fitzpatrick

✓ Key Learning Area Coordinators
  Arts - Mr David Happ
  English - Mr James Walton
  Information Technology - Mr Paul Maxted
  Languages - Ms Kath Marino
  Mathematics - Mr Luke Martin
  Music - Ms Cindy Frost
  Physical Education - Mr David Alexander
  Religious Education - Mr Graeme Pender
  Science - Mr Peppe Di Ciccio
  SOSE (Business Studies) - Mr Norman Stewart
  SOSE (Humanities) - Mr Chris Fleming
  Technology - Mr Warren Walker

✓ VCE Coordinator: - Mr Frank Goricanec

✓ Heads of Campus:
  - Mr John McAlroy (Tiv)
  - Mr Tim Ford (Kin)

✓ Assist. Principal Curriculum - Ms Sally Buick


**ONLINE SUBJECT SELECTION INSTRUCTIONS**

Web Preferences is a web application that allows students to enter their subject preferences on-line. This Access Guide details the procedures to access and use Web Preferences.

Before you begin, make sure that you have access to a computer that has the following:

- An Internet connection.
- A web browser – Microsoft Internet Explorer 5.5 or higher, or Netscape Navigator or higher, or Apple Safari 1.2 or higher.
- Access to a printer.

**Step One – Accessing Web Preferences**
To use Web Preferences you must open your web browser and open the following internet site.


**Step Two – Logging into Web Preferences**
You will be required to enter an access code and password to log in to this website. These details are case sensitive and match your current school network login details. Students will receive login codes from Homeroom teachers if required.

**Step Three – Selecting Preferences**
To use or change your preferences press the “Add Preferences” button located near the top left corner of the page and the “Preference Selection” page will appear. Follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, press the “Submit Preferences” button.
If a subject you wish to choose is not listed in a drop down box it means that you have not met the subject prerequisite. In this case you will be unable to select this study unless you download and follow the Subject Appeals Form process (available on our college website).

**Step Four – Validating Preferences**
The “Preference Validation” page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the “Submit Preferences” button which will open a page titled “Preference Receipt”.

**Step Five – Finishing Up**
You can print your “Preference Receipt” page by pressing the “Print Receipt” button. Sign the printed receipt and return it to your Homeroom teacher. Continue by pressing the “Finish” button, which will return you to the home page. If you want to change your preferences, repeat the process by processing the “Add Preferences” button, otherwise exit by pressing the “Log Out” button.
The College has published details concerning the usual selection requirements needed to gain access to certain subjects. In extraordinary circumstances involving: a serious health or family-related issue; bereavement; or other exceptional circumstance, these requirements may be waived. If exceptional circumstances meant it was not reasonably possible to meet the subject selection requirement, students may apply to choose the subject by completing this Subject Selection Appeal Form.

Please note:

- The onus is on the student to provide compelling evidence to support his Appeal
- All Appeals will be seriously considered by the Academic Progress Panel
- The Academic Progress Panel reserves the right to request additional evidence
- The completed Form is to be handed to the Year Level Coordinator by FRIDAY 17, AUGUST.
- The Principal’s eventual decision regarding access to particular subjects will be final.

### TO BE COMPLETED BY THE STUDENT WITH THEIR PARENT(S)

Student Name ___________________________   Homeroom Teacher ___________________   H.Room __________

I wish to appeal my exclusion from [insert subject name(s)]

for the following reasons:

Reason(s)

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

How did the above reason(s) impact? Clearly outline how the different reasons disadvantaged your studies.

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

___________________________________________________________________________________________________
Supporting documentation
Documentation must be provided to have the best chance of a successful appeal. Collect documentation of the reasons you have identified, preferably with a description of how they affected your studies (eg. doctor/counselor letter.) If you cannot get supporting documentation from a doctor/counselor, ask a parent/guardian to write a detailed supporting statement. Attach any supporting documentation to this Form.

Solutions
For each reason you have identified, find a realistic solution or set of strategies that will allow you to perform to the required level in the future. You must be able to demonstrate that you can overcome the problems you have identified.

Reasons Solutions

1. ______________________________________________________________________________________________
2. ______________________________________________________________________________________________
3. ______________________________________________________________________________________________
4. ______________________________________________________________________________________________

Additional Comments (optional)
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Student Declaration
I certify that the information I have supplied is complete and correct.

Student Signature: ___________________________ Date: ___________________________

Parent/Guardian Signature: ___________________________ Date: ___________________________

OFFICE USE ONLY
Decision of Academic Progress Panel:

Signature: ___________________________
Date of Decision: ___________________________