Core Subjects

**English**

**Pre requisites:** English is a compulsory subject at all levels.

**Course content:** The course covers the three modes of English: reading and viewing, writing, and speaking and listening. Students study a variety of texts, including novels, plays, poetry, short stories and non-print texts. Responses to texts are creative as well as analytical; oral as well as written. Students write for a variety of purposes and audiences, formally (in structured pieces), and informally (in their workbooks). Students are taught the mechanics of writing, and are expected to draft their work, in order to refine and polish each piece. Students will concentrate on language analysis in a unit designed to provide them with the skills necessary to begin VCE English. Students will learn how to identify, substantiate and analyse arguments in preparation for VCE English, and will complete formal literary responses to each text. Oral activities and presentations, both group and individual, are integrated into all parts of the course.

**Future prospects:** The literacy and communication skills learned in English are essential for any further study or career.

**Careers, Civics and the Law**

**Course Content:** This unit is designed to help students prepare to be active participants in Australian society. Students investigate different career options and related work issues, learn about the law and the processes by which it can be changed and are taught how voting operates in this country. The course also examines Australia’s political system.

**History**

**Course Content:** A study of Australia and the world in the twentieth century. The course examines topics including:

- The 1930s Depression and the devastating impact of unemployment and poverty.
- Life on the battlefields of World War Two and the effect of the war on Australian society.
- The Civil Rights Movement.
- Case studies on selected aspects of the twentieth century, including Popular Culture.
Mathematics – General & Advanced

Prerequisites: Year 9 Maths. Students will be placed into classes based on three factors: their Year 9 Maths semester results, the Year 9 Maths examination and their teacher’s recommendation.

Course Content: The course will cover the following topics:

- Trigonometry and Pythagoras Theorem and Geometry
- Number- including Consumer Maths
- Measurement
- Statistics and Probability
- Linear relations

Future Prospects: This course will be designed as a general course providing both valuable and everyday Mathematics skills and as preparation for General Maths Further Units 1 and 2.

Other Information: Students must have a scientific calculator to do this subject although it is highly recommended that students have a CAS Calculator.

Mathematics – Numeracy Skills

Prerequisites: Year 9 Maths. Students will be placed into classes based on three factors:

- Year 9 Maths semester result
- Year 9 Maths examination result
- Teacher’s recommendation.

Course Content: The course will provide students with mathematical skills that have a practical application in day-to-day living.

Future Prospects: Students will be able to continue into Year 11 VCE Units 1 and 2 Foundation Maths.

Science

Course Content: Year 10 Science encompasses such diverse ideas as:

BIOLOGICAL SCIENCE: The transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by scientific evidence.

CHEMICAL SCIENCES: The atomic structure and properties of elements are used to organise them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.

EARTH AND SPACE SCIENCES: The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe. Global
systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

*PHYSICAL SCIENCES:* Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.

Future Prospects: VCE Units 1 and 2 in Biology, Chemistry, Physics and Psychology.

**Physical Education**

Course Content: Students will have physical education for one double period per week. They will complete a variety of practical activities to increase skill and fitness levels and promote a healthy lifestyle.

Students will undergo fitness testing and will use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.

Clothing required: College track pants and shorts
College polo shirt
Appropriate runners for physical activity and white socks
College rugby top
College sports jacket

Students MUST have the correct Physical Education Uniform. Any student without the correct uniform will not attend any excursion or activity within the course.

A student must participate in 80% of practical classes to pass this subject. Assessment will also be based on:

- Level of fitness demonstrated across all activities
- Level of skill and coordination demonstrated across all activities
- Level of knowledge and tactics displayed in sports games
- Level of effort, attitude and involvement

Future Prospects: VCE Physical Education and VCE Outdoor Education.
Group A - Electives (5 periods non VCE)

Computer Studies

Course content: Information Technology is at the heart of much of what we do on a day to day basis. Computer Studies aims to enable students to gain an understanding on how computers work and create information products through programming. Students develop an understanding of a variety of programming environments. These include environments designed for use in education, such as Lego Mindstorms, as well as ‘real world’ programming languages such as HTML, PHP and Python. Students write programs to control robots, create information products such as web pages and program games for mobile application using appropriate software. Computer Studies is a great introduction to VCE Information Technology, as well as being of benefit to those interested in working in the ever expanding IT industry.

Lights, Camera, Humanities!

Prerequisites: Nil

Course Content: This course aims to broaden students’ knowledge of various Humanities disciplines including politics, justice, human rights, migration and pop culture through a study of films, television programs and other media texts as well as written materials. Students will develop important skills associated with analysing media and cinematic texts as well as reading, comprehension and writing. The course provides pathways to VCE subjects such History, Legal Studies, Politics, Media Studies, English and Literature and aims to expand students’ interest in the Humanities and the world around them.

Literature

Prerequisites: There are no prerequisites, but students who choose this elective should have an interest in reading and a high degree of competence in English.

Course Content: The course involves the study of a number of literary texts, including a play, a novel, short stories, poetry and a film text. Students are also expected to read widely and keep a logbook of their reading. Responses to the literature are varied, and include oral presentations, workshopping of scenes from the play, creative and analytical responses, book reviews and comparison of texts.

Product Design and Technology - Fabrics

Course content: Fabrics is the perfect introduction to VCE Product Design and Technology. Students will concentrate on developing the skills that will give their product designs a really professional look and feel, as well as working on the skills that will enable them to get the best possible grades in VCE. This includes working on the production process in detail, including researching designs, preparing detailed folios and producing and evaluating
finished products. This is a subject for those who have a real desire to pursue fashion or interior design in VCE and beyond.

**Psychology**

**Prerequisites:** Nil

**Course Content:** Psychology is commonly defined as the scientific study of behaviour and the mind. In this elective, students are introduced to key scientific concepts in Psychology which provide a strong basis for future understanding. The subject focuses on bringing practical features of psychology to life using hands-on practical activities that provide students with opportunities to conduct experiments and test theories. This subject stimulates interest in some popular occupational fields of Psychology - sport, clinical and forensic psychology. Research Methods will also be explored to stimulate critical thinking.

- **Sports Psychology:** The impact of motivation, stress and relaxation, self-confidence and goal setting on sport and exercise.
- **Clinical Psychology:** The prevention, diagnosis and treatment of mental disorders and psychological problems.
- **Forensic Psychology:** A specialised area of psychology that examines the legal and criminal justice system.

**Future prospects:** Natural progression to VCE Psychology Unit 1 and 2 in Year 11.

**Running My Own Business**

**Prerequisites:** Nil

**Course Content:** Students develop practical, real-world business skills and thinking strategies by exploring important business and accounting concepts such as marketing, product design, pricing, budgeting, taxation, legal aspects, OH&S and selling. Students work towards a ‘market stall’ assessment task, for which they will need to use the knowledge and skills they have acquired throughout the year. If you are interested in studying Business Management, Accounting or Legal Studies at VCE level, this course provides an excellent introduction to many of these subjects’ basic concepts and knowledge. If you are interested in starting your own business one day, or understanding the workings of other people’s businesses, this course is for you!

**Science in Action**

**Prerequisites:** A minimum of a “C” average in Year 9 Science

**Course Description:** Have you ever wondered why shampoos contain different chemicals to conditioners? Why buildings are made out of steel or aluminium? Why skyscrapers and houses have a similar base structure? Why some people react to cosmetics and others don’t? Why doctors prescribe different types of medications to people with the same illness? Or are you considering a career involving Biology, Chemistry, Physics or Psychology? Then you should study “Science in Action”! In this elective-based unit, you will gain an understanding of the scientific discipline by undertaking long-term research projects and scientific investigations.
You will discover how scientists such as biochemists, engineers, cosmetic scientists and forensic scientists do their jobs using the scientific method, scientific inquiry skills, and the analysis and interpretation of first and second-hand data. You will use key skills needed for successful completion of VCE Science subjects. Science Extended Investigations are now a part of all Units 1-4 Biology/Chemistry/Physics/Psychology study designs and this subject will encourage you to develop those important skills to help prepare you for the completion of VCE Science subjects.

If you’ve ever considered a career in any of the following: medicine, forensic chemist, pharmacist, cosmetic chemist, toxicologist, textiles chemist and many more – this subject is for you! All in all, this elective aims to prepare students with essential foundations and skills to undertake VCE Science.

Future Prospects:

This elective will aid students in the understanding and the successful completion of VCE Units 1-4 Biology, Chemistry, Physics and Psychology.

**Studio Arts**

**Prerequisites:** A love of art and commitment to regular sketching and gallery visits

**Course content:** Students are provided the opportunity to develop the skills required to study Studio Arts at VCE level. They are encouraged to become more independent in their approaches to art making. They use a variety of different materials, processes and techniques, and explore and experiment with these to create independent interpretations of set practical tasks.

Students are also encouraged to develop their own art style and develop their ideas to create original art works. They focus on making both two dimensional and three dimensional art works. Students also investigate and analyse art movements and the influences on the artists and art works produced.

**Visual Communication and Design**

**Prerequisites:** A keen and active interest in design is recommended. Students need to be prepared to be flexible in their thinking and should enjoy drawing and creating.

**Course content:** The practical course will investigate the client-designer relationship in the advertising and graphic design industry and use the design process to develop a range of visual responses for specific audiences in areas such as Industrial, Communication and Environmental Design. Students will work to design briefs which explore and develop ideas incorporating a range of materials, media and production systems used by graphic designers in the advertising and design industry.

These include freehand and instrumental drawing, computer-aided design, digital photography, and mixed media. Design tasks will include the development of corporate identity, packaging, magazine advertisements, and poster design for different clients and audiences. An understanding of conventions and standards used in technical and architectural drawing will be developed through tasks that include paraline, orthogonal and perspective drawing systems.
Group A - VCE Electives (5 periods)

**VCE Biology**

Prerequisites: A minimum of a “B” grade average in Year 9 Science, a good pass in the General Science Aptitude Test and a signed recommendation from your science teacher.

In Semester 1, students study Unit 1 Biology and in Semester 2, students study Unit 2 Biology. This will appear on your VCE certificate.

**Unit 1: How Do Living Things Stay Alive?**

Unit Description: In this unit, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population. An extended student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3.

**Unit 2: How Is Continuity of Life Maintained?**

Unit Description: In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

**Future Prospects:** Students may progress to Units 3 and 4 Biology in Year 11 and so gain a sixth VCE subject to contribute to their ATAR (Australian Tertiary Admissions Rank) score. Students have an opportunity to experience an additional VCE science subject.
**VCE Business Management**

**Unit 1: Planning a Business**

Prerequisites: Nil

Unit Description: This Unit focuses on the management of small businesses. Firstly, students examine the world of business, including the types of small businesses, their objectives and the factors that affect them. Secondly, students examine the necessary considerations when setting up and operating a small business, including type of ownership, location, support services and financial planning. Thirdly, the students examine the management of staff in small businesses, including the process for hiring the best possible employees and organising staff wages and conditions.

**Unit 2: Establishing a Business**

Prerequisites: Nil

Unit Description: This unit focuses on the importance of effective communication in achieving business objectives. Firstly, students examine the types of communication that occur in business related situations, including within businesses, with customers and with suppliers. Secondly, students examine how businesses market their products or services to maximise their chances of success. Students investigate marketing strategies such as advertising, pricing and packaging. Thirdly, the students examine the public relations functions of businesses. Students investigate the strategies businesses use to create and maintain a positive image.

**VCE Food Studies**

**Unit 1: Food Origins**

Prerequisites: Nil

Unit Description: This unit focuses on food from historical and cultural perspectives; including its origins and the roles of food through time and across the world. The changing face of Australian eating patterns and cuisine is investigated with special focus on immigration, technology and globalisation and their impacts on food. Students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

**Unit 2: Food Makers**

Prerequisites: Nil

Unit Description: This unit focuses on food systems in contemporary Australia; including comparing commercial and small-scale domestic settings, their role in food production and capacity to provide safe, high-quality food that meets the needs of consumers. There is special focus on the development of practical skills and knowledge to produce foods and compare them to commercial products. Students will design new food products and adapt recipes to suit particular needs and circumstances.
Further information: There are direct links to VCE Chemistry, Psychology and Health and Human Development in this course. The directions in which this study could lead include: Tourism, Hospitality, Food and Wine, Hotel/Motel Management, Food (Wholesale and Retail), small scale entrepreneurial food production and a Chef.

VCE Health and Human Development

Unit 1: The Health and Development of Australia’s Youth
Prerequisites: Nil
Unit description: This unit focuses on the health and development of Australia’s youth (12-18 year olds). Students identify issues that have an impact on youth health and development. They will investigate one health issue in detail and analyse personal, community and government programs that affect youth health and development.

Unit 2: Individual Human Development and Health Issues
Prerequisites: Nil
Unit description: This unit focuses on health and development for the lifespan stages of pregnancy, childhood and adulthood. Students will learn the characteristics of each stage and analyse the effect of a range of determinants which include; biological, behavioural, social and physical environments.

VCE Literature

Unit 1: Literature
Prerequisites: Students should have a strong competence in English and a love of reading.
Unit Description: This unit focuses on the ways literary texts represent human experience. Students respond to a range of texts such as novels, poetry, drama and non-print texts. They investigate how authors create texts and how texts can be interpreted differently by different readers. Students will respond personally, critically and creatively in written and oral form.

Unit 2: Literature
Prerequisites: Students should have a strong competence in English and a love of reading. It is desirable that they have completed Unit 1 Literature successfully.
Unit Description: The focus of this unit is to deepen students’ understanding of the style of narrative, the characters, the language and structure of a variety of texts. Students extend their exploration of the ideas and concerns of the text. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.
**VCE Music Performance**

**Unit 1**

**Prerequisites:** Audition/Interview with the Music Coordinator. It is strongly advised that a student has studied a musical instrument or voice for at least two years.

**Unit Description:** This unit focuses primarily on the development of practical skills in music performance in both a solo and group context complemented with technical work, theory and analysis.

An excursion/incursion is organised to enable students to respond in an analytical way, to a professional performance – date to be advised.

**Other Information:** Students must study an instrument or voice as part of the College’s Instrumental Music Program. Students may also become a member of the various ensembles and/or choirs. They are provided with the opportunity to perform at monthly lunchtime concerts, IWD (International Women’s Day), the Gala Music night at the Clocktower Centre, the End-of-Year Concert in the school auditorium, various College assemblies, Grade 6 Orientation Program, NMR “School of Rock” competition, the Victorian State Schools Spectacular, ‘Pascoe’s Café’ as well as countless festivals/fetes and local community events.

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**VCE Outdoor and Environmental Studies**

**Unit 1: Exploring outdoor experiences**

**Prerequisites:** Nil

**Unit Description:** This unit examines ways humans relate to nature through experiences of outdoor environments. The focus is on personal responses to and experiences of outdoor environments. Students explore the many ways in which nature is understood and perceived. Students explore the motivations for interacting with outdoor environments and the factors that affect access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations with nature.

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**Unit 2: Environmental Impact**

**Course content:** This unit focuses on characteristics of natural environments, human impact on natural environments, and how changes to nature affect people. It includes historical and contemporary relationships with nature and nature's impact on humans.
Outcomes: On completion of this unit, the student should be able to describe and compare the characteristics and interrelationships between natural environments, with reference to related outdoor experiences. Students should be able to evaluate human impacts on natural environments and analyse procedures for minimising and managing these impacts.

Other Information: Outdoor and Environmental Studies involve overnight camps and excursions.

**VCE Physical Education**

**Unit 1: The Human Body in Motion**

Prerequisites: Nil

Unit Description: This unit explores how the body works together to produce movement and analyses this motion. Through practical activities students explore the relationships between the body systems and physical activity and how the systems adapt and adjust to the exercise demands.

Area of Study 1: How does the musculoskeletal system work to produce movement?

Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

**Unit 2: Physical Activity, Sport and Society**

Prerequisites: Nil

Unit Description: Students are introduced to types of physical activity and the role participation in physical activity plays in their own health and wellbeing as well as in other people’s lives. Through practical activities, students explore different types of physical activity promoted in different population groups. They gain an appreciation of the level of physical activity required for health benefits. They explore factors that influence participation in regular physical activity and investigate consequences of physical inactivity in society.

**VCE Psychology**

Prerequisites: A minimum of a “B” grade average in Year 9 Science, a good pass in the General Science Aptitude Test and a signed recommendation from your science teacher.

**Unit 1: How Are Behaviour and Mental Processes Shaped?**

Unit Description: Do you wonder how your brain develops and how it works? Or do you want to know why people who have had a limb amputated continue to feel that limb as if it were still there? Find out what it means to have different psychological disorders such as addiction, anxiety, mood, personality and psychotic disorders.

In this unit, students will visit the Cunningham Dax Centre at the University of Melbourne to help understand the perspective of people with a mental disorder. The Dax Centre uses engaging programs to explore life stories of artists who have represented their lived experience of mental illness or trauma through art. The program includes an interactive session about how to look after your mental health, a presentation by a mental health advocate and a tour of the exhibition on show.
Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world. They analyse the roles of specific areas of the brain and the interactions between areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

Students also explore the psychological development of an individual which involves complex interactions between biological, psychological and social factors. They investigate how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. Students can choose to study topics including but not limited to 'is the internet changing the way we think and behave?' or, are 'brain training programs effective' or, 'how can brain trauma in sporting injuries affect cognitive function?'

Unit 2: How Do External Factors Influence Behaviour And Mental Processes?

Unit Description: Are you interested in why people sometimes conform to others people's way of thinking even when they don't agree with them, or why people obey commands when they think they are wrong? Maybe you want to know about how vision works, and what makes the 'Magic Eye' pictures work. Do you know if food packaging and appearance affects our taste of it, or does our age, our culture, or even our genes affect our taste? These and other mysteries will be explored.

In this unit, students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

Students will also explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

Future Prospects: A student practical investigation related to sensation and perception is undertaken in this unit. Students may progress to Units 3 and 4 Psychology in Year 11 and so gain a sixth VCE subject to contribute to their ATAR (Australian Tertiary Admissions Rank) score. Students have an opportunity to experience an additional VCE science subject.
VCE Hospitality (VET)

Units 1 and 2: Certificate II in Hospitality

Prerequisites: Nil

Unit Description: The Certificate II in Hospitality is a Vocation Education and Training (VET) program. This means that students are able to gain work skills whilst doing their VCE. Students benefit by gaining their VCE and a nationally recognised TAFE Hospitality certificate.

To gain the Certificate II in Hospitality, students must satisfactorily complete Hospitality in Year 11. Hospitality students must complete an out of school industry work placement and an allocated number of shifts on the college Coffee Shop.

To cover the Kangan Institute enrolment and associated course costs, a fee is payable via your College statement. Students will also need to purchase the College Restaurant Jacket to be able to work in the College Coffee Shop. You are also required to wear either a black knee length skirt or pants.

The course aims to: provide a general overview of the hospitality industry and the potential career paths within it; develop interpersonal, analytical, organisational, communication, planning, teamwork and problem solving skills; and provide training and skill development in food and beverage service.

VCE Interactive Digital Media (VET)

Prerequisites: Students are required to have a recommendation from their Year 9 Technology teacher.

Course Content: VET Interactive Digital Media gives students in Years 10 and 11 the opportunity to gain a vocational qualification in Media as part of their VCE. VET Interactive Digital Media is an exciting course that can contribute to the VCE ATAR score. In the first year of this program, students learn to follow health & safety procedures, produce and prepare images, follow a design process and produce drawings to represent and communicate a concept and video production. On completion of the unit 1 & 2 students should have acquired skills which cross a range of industry sectors including: graphic design, advertising, visual arts, media and multimedia design. The VET IDM program is competency-based training. Students who successfully complete the VET IDM program receive Certificate III in Media as well as a contribution to their VCE ATAR score if applicable. The program is designed to equip students to go on to further study and entry-level employment in multimedia fields.

Other Information: This subject is a Unit 1 and 2 VCE study. If students continue studying IDM in Year 11, they can gain the nationally accredited Certificate III in Media, two more VCE units and a score that counts towards their Year 12 ATAR (Australian Tertiary Admission Rank). Students complete their IDM studies entirely at the College. This subject can provide pathways into courses such as multimedia design, web design, new arts media, animation, games development, visual art, film, television, printing, information technology and internet provision.
Group B Electives (3 periods)

**Arabic**

Prerequisites: Year 9 Arabic.

Course Content: Further development of reading, writing, listening and speaking Arabic. Insights into Arabic culture are gained through the activities and material used. Development and practice of grammar in all four disciplines.

**Creations**

Prerequisites: Nil

Course content: Creations offers students a unique opportunity to experiment and explore a range of materials, techniques and processes to create innovative and creative art works. Students will be inspired and challenged to explore through the use of mixed media eg wood, wire, paint, paper, beads, feathers, fabric, etc. to create original and awe inspiring works of art. Creations provide an avenue for students to design and create innovative art works through the recycling of a variety of materials. Students use a range of starting points including observation, experience and research to develop and create art works of their own choice which demonstrate a development of their own personal style.

**Drama**

Prerequisites: Nil

Course Content: The Year 10 Drama course serves as an introduction to the demands and skills of both VCE Drama and VCE Theatre Studies.

Semester 1: Introduction to VCE Drama: Students will explore the history of Western European Theatre via an introduction to the theories of individuals who have profoundly influenced major dramatic forms. Through exploration of theatrical forms such as 'Poor Theatre', 'Epic Theatre', 'Theatre of the Absurd', 'Theatre of Cruelty' and 'Naturalism' students will test the ideas and influences of major theatre theorists through their own performances.

Semester 2: Introduction to VCE Theatre Studies. Students will develop and stage performances of a prescribed or original student devised script to an audience other than the class. As part of this process, students must explore and undertake both performance and production roles to successfully bring the script to life for an audience.
Fashion and Design
Course content: Students build on the skills they established in Year 9. Alternatively, new students are able to establish these skills from scratch. In Fabrics, students are able to design and produce textiles products, and then self-evaluate the effectiveness of their work. Students investigate the strengths and limitations of a variety of tools, processes and materials. They learn to prepare detailed design proposals, and then use the tools and processes to develop their products. Self-motivated, creative and practical students will find a great outlet for their abilities in this subject.

Food Technology
Course content: Food Technology studies the safe and hygienic preparation of food and provides opportunity for practical skill development. This is achieved by learning about the following topics: Food Production, Presentation Techniques, Sensory Evaluation of Food, Menu Planning, Nutrition, Simple Cake Decorating and Catering. These topics are taught through a combination of theory and practical activities.

Future Prospects: Year 11 Hospitality Studies, Year 11 Food Technology, Year 11 Health and Human Development

Additional Information: Students will require two tea towels and a food container for practical lessons. There is also a levy to pay for food purchased for this subject.

French
Prerequisites: Year 9 French.
Course Content: Further development of reading, writing, listening and speaking French. Insights into French culture are gained through the activities and material used. Students are prepared for VCE French. Development of the use of language in cultural contexts.

Health and Human Development
Course Content: This learning area examines biological/social influences and physical environments affecting growth and development in individuals and families. It will assist students to develop the knowledge and skills that promote healthy growth and development, effective relationships and the safety and wellbeing of individuals and groups. Students will participate in discussion, analysis, decision-making and evaluation of various health issues such as:

- Understanding the health care system - Health Promotion
- Decision Making
- Human Relationships, Identity, Values and Conflict
- Bioethics
- Understanding Sex and Sexuality/Growth and Development

Future Prospects: Year 10-12 Food Technology, Year 10-12 Health and Human Development,
Year 10-12 Hospitality
**Italian**

**Prerequisites:** Year 9 Italian.

**Course Content:** Further development of reading, writing, listening and speaking Italian. Insights into Italian culture are gained through the activities and material used. Students are prepared for VCE Italian. Development of the use of language in cultural contexts.

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**It’s Your World**

**Prerequisites:** Nil

**Course Content:** Students study significant global economic and environmental issues. They explore how the stock market works and apply their knowledge in an ongoing practical assessment task. They consider poverty in the Third World and identify contributing economic and political factors. Finite and renewable energy resources are also examined in a study of the human impact on the environment. Students also investigate how we might achieve sustainable cities.

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**Japanese**

**Prerequisites:** Year 9 Japanese.

**Course Content:** Further development of reading, writing, listening and speaking Japanese. Insights into Japanese culture are gained through the activities and material used. Students are prepared for VCE Japanese. Development of the use of language in cultural contexts.

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**Mathematical Methods Preparation**

**Prerequisites:** Strong results in Year 9 Mathematics.

**Course Content:** The course is designed to prepare students to undertake VCE Mathematical Methods Year 11.

- Quadratic Functions
- Algebra Techniques
- Introduction to the CAS Calculator
- Linear Functions (Material from the Year 11 Mathematical Methods Course)

**Future Prospects:** This Course is designed to give the student a head start with VCE Units 1 and 2 Mathematical Methods and to familiarise students with the CAS Graphing Calculator which is used in all VCE Maths subjects. This subject is strongly recommended if you wish to study VCE Maths Methods in VCE.

Students must have a Texas Instruments CAS Graphing Calculator.
**Media Arts**

Prerequisites: Nil

Course content: Media takes all that’s good about Art, Technology and English and combines it into one subject. In this course you will learn how to read media texts and deconstruct the representations they contain. The focus is on film, but we also look at television, radio, photography and online representations and how to read them effectively.

Importantly we also work to create our own media products. These will include photographs, podcasts, and short films. You will learn how to structure stories effectively, how to use technical and symbolic codes to tell stories in film, and how to use technical equipment and software to make your finished products pop.

To see the sorts of films that VCE Media Students can produce, visit the Top Screen channel on YouTube at [https://goo.gl/Tl9Dbf](https://goo.gl/Tl9Dbf) or if you want to see some of the films our own students have made in the last couple of years visit [https://sites.google.com/a/pvgc.vic.edu.au/media/](https://sites.google.com/a/pvgc.vic.edu.au/media/)

**Future Pathways**

Year 10 Media Arts is a perfect introduction to VCE Media. It also benefits all students in their study of film as text in English. Media leads into tertiary subjects such as Media Studies, Journalism, Communication Studies, and is a provides useful understandings of the Media for many liberal arts subjects such as Sociology and Political Science.

**Music**

Prerequisites: Year 9 Music and Instrumental studies for one year

Course content: Music aims to engage students in music making and musical appreciation. Year 10 music builds on the skills and knowledge covered in the previous years of study, and prepares students for Year 11 VCE Music.

Students work in small groups to develop the skill of working together to play music. Songs are chosen in collaboration with the teacher and students engage in a public performance of completed songs. Music covered during the year includes Pop, Blues, Rock, Funk, World Music and alternative.

Students focus their learning on the following areas during the semester:

- Discriminative listening
- Music theory and musicianship
- Solo and group vocal and instrumental performance
P.E. Plus

Special note: This elective is in addition to PE as a core subject.

Course Content: Theoretical: Students complete work in each of the topics listed below:

- Physical Activity Guidelines
- The Skeletal and Muscular System
- The Circulatory and Respiratory System
- Energy Systems
- Building and Maintaining Health and Fitness
- First Aid and Sports Injuries
- Nutrition

Practical: Students will complete a variety of practical activities related to the theory topics above. Students will complete an intensive fitness testing and training program that will focus on specific training methods to improve a variety of fitness areas such as aerobic fitness, strength, endurance, power, speed and agility.

- Students will also undertake practical laboratories that relate physical activity to the theory work. The course will also include some relevant excursions and incursions.

Clothing required

- College track pants and shorts
- College polo T-shirt with white logo
- Appropriate runners for physical activity and white socks
- College rugby top

Students MUST have the correct Physical Education Uniform. Any student without the correct uniform will not attend any excursion or activity within the course.