



KAMBRYA

C O L L E G E

Student Course Selection Handbook

Year 10

2009

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Philosophy and Objectives

Statement of Purpose, Values & Intent

Our Purpose

Kambrya College provides individuals with opportunities to develop as active citizens and critical thinkers for an ever-changing global society and environment. It supports the principles enshrined in the United Nations Universal Declaration of Human Rights.

Our Values

The Kambrya College Community values:

- Respect
- Integrity
- Tolerance
- Community
- Compassion
- Achievement

Our Intent

Kambrya College is an inclusive learning community where individuals are challenged to:

- take positive risks
- develop essential learning skills
- work rigorously and collaboratively with others
- question the world around them
- think creatively to solve problems
- communicate their understandings
- reflect on their experiences in order to learn, grow and gain wisdom

Discovering, Creating and Establishing Our Place in the World

Rationale

Kambrya College, in partnership with parents and the wider community, aims to provide an environment conducive to learning; in which all students can attain knowledge, skills and attitudes that demonstrate high levels of achievement enabling them to be life long learners and effective, successful, active and happy participants in the international community.

In this context students will have the opportunity to undertake studies in VCE, VET in VCE and VCAL throughout Years 10, 11 and 12.

Through studies in Year 10, students will be given the opportunity to experience VCE studies at Unit 1 and 2 level, or Applied Learning electives similar to those offered in VCAL, and undertake studies that are preparation for either VCE or VCAL pathways through years 11 and 12. **For the first time, Year 10 Students at Kambrya in 2009 will also have the opportunity to include a VETiS course as a part of their program.**

This document is a guide to planning programs and pathways for the Later Years of education. The Later Years should be viewed as a three year program although it is possible to complete the program over four years in particular cases. Kambrya College values individual differences and the diversity of learning styles. This is reflected in the Later Years subject offerings.

Students have access to course counselling and vocational guidance with the final decisions being a joint responsibility of the student, parent and College. Where prerequisites for further study or proposed tertiary courses are concerned it is the responsibility of the student to check all of the information including the accuracy of the pre-requisites for tertiary courses. The VTAC website is an excellent resource for this process (www.vtac.edu.au).

Contained in this handbook are outlines of all units of study being offered at Kambrya College for 2009. Units will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the College.

Students must have their completed course selection sheet ready for submission on Monday 18th August, 2008. Course selection officers will be visiting students in their classes collecting forms and VCE Unit applications. Students MUST have all necessary signatures. Failure to meet this deadline may affect student's course choices.

Contents

Kambrya College Philosophy and Objectives	2
Rationale	3
Year 10 and the <i>International Baccalaureate Middle Years Program</i>	5
General Staff Contacts	7
Key Guidelines for Year 10 Course Selection	8
Course Selection Time Line	9
Summary of Subjects and Staff Contacts for Year 10, 2008	10
Year 10 Elective Fees and Charges	11
Duke of Edinburgh Award	11
Forward Thinking: Planning for a Later Years Pathway	12
- VCE - Victorian Certificate of Education (General Information)	12
- VCAL - Victorian Certificate of Applied Learning (General Information)	13
- VETiS – Vocational Education Training (in Schools)	14
- ASBA – Australian School Based Apprenticeship	16
Year 10 Detailed Subject Descriptions	17
Guidelines for Choosing a VCE Subject	28
VCE Detailed Subject Descriptions	29

YEAR 10 STUDENT UNIFORM

Only students enrolled in **Year 11 and 12** have the option to wear an alternative uniform, including a blue Seniors Polar Fleece Jacket, Later Years Tie and a White Polo Shirt. **None of these items are an option for ANY Year 10 students, including those who are completing a Unit 1/2 subject.** Year 10 students are expected to wear the full school uniform at all times, on their way to and from school.

Year 10 and the IB Middle Years Program

Year 10 is the final year of the International Baccalaureate Middle Years Program which culminates with the presentation of a Personal Project.

In 2008 Kambrya College will become an IB World School authorized to deliver the Middle Years Program.

The IB MYP reflects Kambrya's educational philosophy and aligns well to the Victorian Essential Learning Standards VELs.

The MYP provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the world and become critical and reflective thinkers.

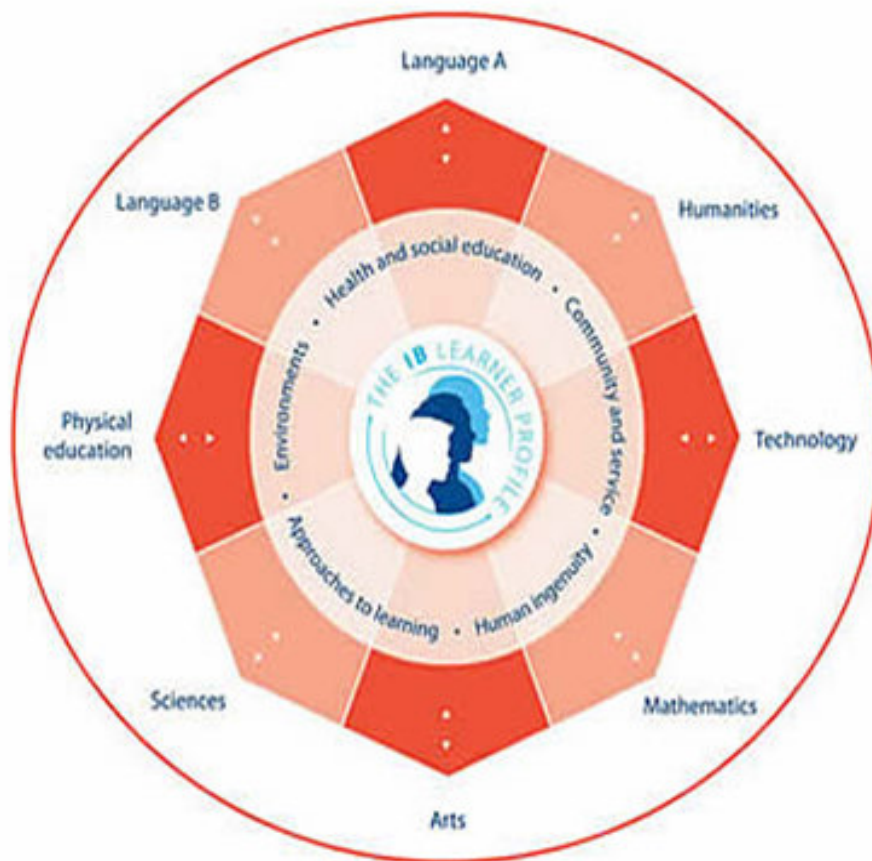
The MYP emphasises, through the Learner Profile, the development of the whole student; physically, intellectually, emotionally and ethically.

The curriculum

The MYP consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects.

Students will have experience in Language A (in most cases English) Language B (in most cases Japanese or German), , Humanities, Sciences, Mathematics, Arts, Physical Education and Technology.

The Curriculum Model



Areas of Interaction

Approaches to Learning;

The process by which a child learns and applies knowledge

Community and Service

The development of community awareness and the importance of helping others

Environment

Accepting responsibility for our environment.

Health and Social Education

Preparing students physically and mentally for a healthy lifestyle.

Human Ingenuity

Focus on the creative genius of people to appreciate the capacity to invent, create and transform.

The Learner Profile

The IB Programs strive to develop Learners who are:

- ***Inquirers***
- ***Knowledgeable***
- ***Thinkers***
- ***Communicators***
- ***Principled***
- ***Open-minded***
- ***Caring***
- ***Risk-takers***
- ***Balanced***
- ***Reflective***

The Personal Project

Year 10 at Kambrya is the beginning of the Later Years Pathways program where students prepare for VCE, VCAL or vocational endeavours.

Year 10 is also the culminating year for the MYP as students complete their Personal Projects.

The Personal Project is an individual research project which allows students to demonstrate the understandings and skills they have developed throughout the Middle Years program.

Each student has the opportunity to design a project that reflects who they are: their interests, hopes, talents and dreams.

General Staff Contacts

College Principal	Mr Michael Muscat
Principal – Curriculum	Mr John Shaw
Principal – Staff Development	Mrs Nalini Naidu
Principal – Middle Years Programs	Ms Joanne Wastle
Later Years Sub-School Leader	Mrs Anna Dollman
Year 10 Sub-School Leader	Mr Keith Perry
Curriculum Leader – Arts (Visual)	Mr John Hewat
Curriculum Leader – Arts (Performing)	Ms Dianna Munawerra
Curriculum Leader – Language B	Ms Louise Robinson-Lay
Curriculum Leader – Health & Physical Ed	Mr Scott Chiswell
Curriculum Leader – LANGUAGE B	Mrs Ursula Linderberg
Curriculum Leader – Mathematics	Ms Sarah Day
Curriculum Leader – Science	Mr Kalyan Chand
Curriculum Leader – Humanities	Mrs Jennie Easson
Curriculum Leader – Technology	Ms Simone McKenzie
Managed Individual Pathways (MIPs)	TBA
Careers	Ms Lauren Sach
Victorian School of Languages/Distance Education	Mrs Anna Dollman
Vocational Education & Training in Schools (VET)	Ms Somara Horan
Australian School Based Apprenticeship (ASBA)	Ms Somara Horan
Victorian Certificate of Applied Learning (VCAL)	Ms Melanine Reynolds
Accelerated Studies	Mrs Anna Dollman

Key Guidelines for Year 10 Course Selection

Before making any decisions about subjects for Year 10, it is important that both students and parents ensure they have an understanding of the pathways *beyond* Year 10. Please take the time to read this handbook thoroughly, and educate yourselves on options such as VCE, VCAL, VETiS and ASBAs by consulting the Forward Thinking: Planning for a Later Years Pathway section.

At Year 10, students **MUST** study the compulsory core subjects of: English, Humanities, Science and Mathematics (students may choose from four mathematics options).

Students can also choose **TWO** electives **per semester**, however students will create a larger list of **EIGHT** preferences should their first four options not be possible due to timetabling restrictions. To ensure a broad range of experiences and to maximise the learning journey, **students must include only two electives from any one learning domain** in their top four preferences.

One elective each semester may be a VCE sequence of study. To enter a VCE sequence, students will need to complete a hand written application using the proforma provided and submit it with their course selection form. Entrance into VCE units is subject to the approval of relevant staff who will consider the student's performance in Year 9 and their suitability for VCE studies. Students choosing a VCE subject must enrol in both Units 1 and 2 and complete it as a year long elective.

LOTE is not compulsory, but those students who intend to study a language as a part of their VCE studies should select either Japanese or German as a year long elective.

Students may choose a mathematics option from **Advanced Mathematics, General Mathematics, Consolidation Mathematics** and **Applied Mathematics**. *For advice on the most suitable maths for you in Year 10, students should consult their current mathematics teacher. Please note that entry into Advanced Mathematics is subject to successful completion of an entrance test and is at the discretion of the Mathematics Domain Head.*

SAMPLE COURSE SELECTIONS *indicates a compulsory subject

The following examples are a guide only, and individual subject choices should be done so following careful consideration and consultation with appropriate staff.

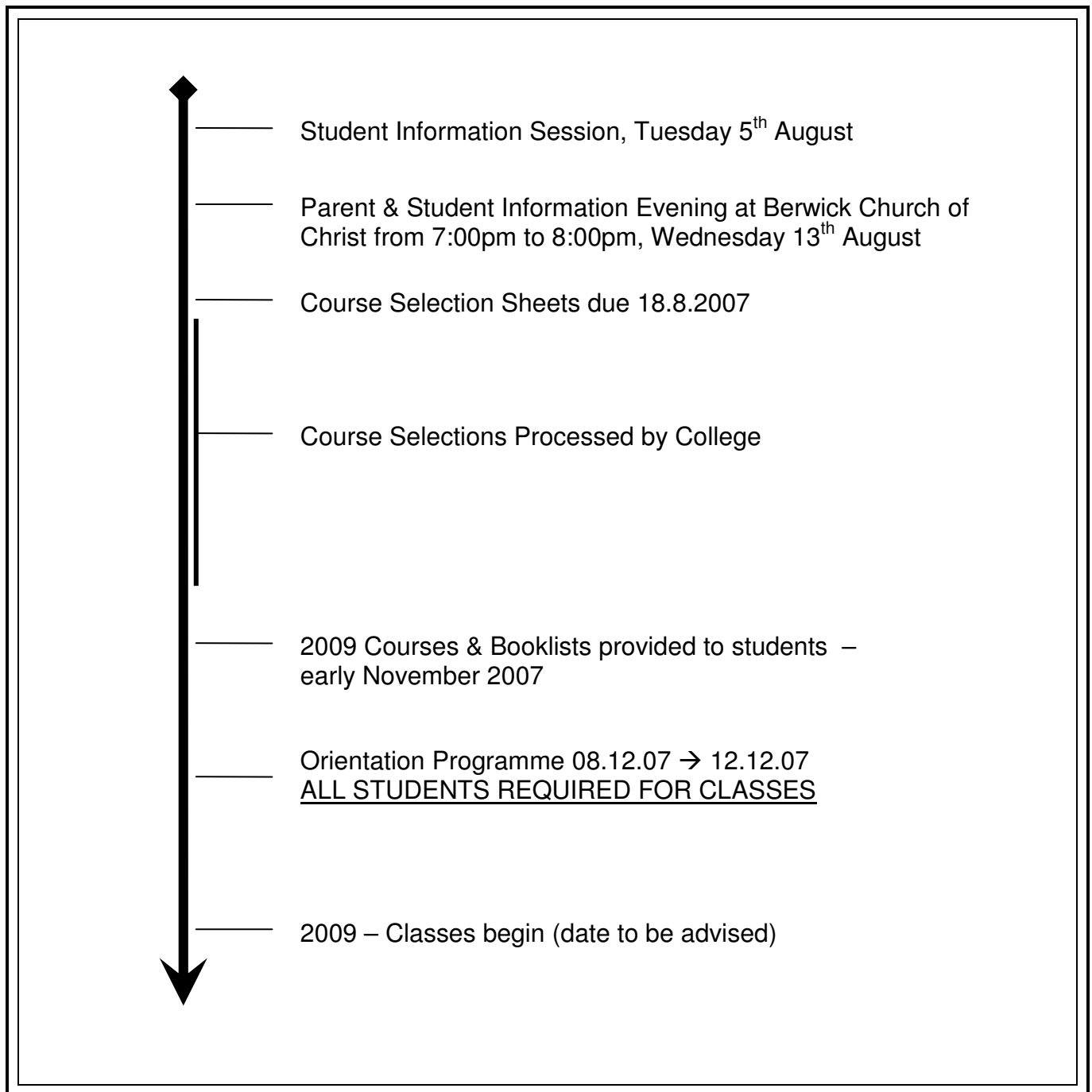
Student A – This student is interested in a trade career, and prefers a ‘hands on’ approach to learning. She thinks that she may be interested in completing a VCAL course after year 10, and then getting an apprenticeship. She has decided that she definitely does not want to attempt a VCE unit.

SEMESTER ONE	SEMESTER TWO
* ENGLISH- Language A	* ENGLISH- Language A
* HUMANITIES	* HUMANITIES
* SCIENCE	* SCIENCE
* APPLIED MATHEMATICS	* APPLIED MATHEMATICS
MECHATRONICS	AUTOMECHANICS
WOODWORKING, MATERIALS & DESIGN	WOODWORKING, MATERIALS & DESIGN

Student B – This student is interested in a career in veterinary science. He wants to go onto university study after the completion of secondary school, and he knows that to get an ENTER score he needs to complete his VCE. He is strong in mathematics, and enjoys science. He also has an interest in reading and writing.

SEMESTER ONE	SEMESTER TWO
* ENGLISH- Language A	* ENGLISH- Language A
* HUMANITIES	* HUMANITIES
* SCIENCE	* SCIENCE
* ADVANCED MATHEMATICS	* ADVANCED MATHEMATICS
VCE UNIT 1 BIOLOGY	VCE UNIT 2 BIOLOGY
SHAKE, RATTLE AND ROLL	HOOKE ON CLASSICS

Timeline of Course Selection Process



Summary of Subjects and Staff Contacts for Year 10, 2009

Staff listed below are not necessarily teaching the subject in 2009, but are able to answer queries regarding the subject during the Course Selection process.

LANGUAGE A

English (compulsory)
Hooked on Classics / Modern Interpretations

Mrs L Robinson-Lay
Mrs L Robinson-Lay

MATHS (one mathematics is compulsory)

Consolidation Mathematics
Applied Mathematics
Generalist Mathematics
Advanced Mathematics

Ms S Day
Ms S Day
Ms S Day
Ms S Day

HEALTH AND PHYSICAL EDUCATION

Active and Healthy Lifestyles
Highly Active Girls in Sport
Energetic Team Games for Boys
The Elite Athlete
VCE Health and Human Education Units 1 & 2
VCE Outdoor Education and Environmental Studies Units 1 & 2
VCE Physical Education Units 1 & 2

Ms T Mudrinsky
Ms T Mudrinsky
Ms B Roff
Ms B Roff
Ms K Williams
Ms B Roff
Ms T Mudrinsky

LANGUAGE B

German
Japanese

Mr A Keeble
Ms Y Inaba

PERFORMING ARTS

Music Performance
Music Performance and Styles
Dance, Movement & Styles
Drama
VCE Dance Units 1 & 2
VCE Music Styles Units 1 & 2
VCE Theatre Studies Units 1 & 2

Ms K Hawking / Ms K Lock
Ms K Hawking / Ms K Lock
Ms D Munaweera
Ms J Mauger
Ms D Munaweera
Ms K Lock
Mr J Hewat

SCIENCE

Science (compulsory)
Shake, Rattle and Roll
VCE Biology Units 1 & 2
VCE Psychology Units 1 & 2
VCE Environmental Studies Units 1 & 2

Mr K Chand
Mr P Jackson
Ms S Winstone
Mr A Hands
Mr K Chand

HUMANITIES

Humanities (compulsory)
Philosophy
VCE Business Management Units 1 & 2
VCE Geography Units 1 & 2
VCE History Unit 1 & 2

Mrs J Easson
Mr A Hands/Ms L Cleary
Ms S Chase
Mrs F Tonizzo
Ms G Chazbek

TECHNOLOGY

Mechatronics
Automechanics
Computer Repair & Maintenance
IT Essentials I: PC Hardware and Software
Home Entertainment Systems
Furniture Design
Cool Threads
Funky Furnishings
World of Food
Café Culture
VCE Information Technology Units 1 & 2

Mr J Holmes
Mr I Padayachee
Mr J Waite
Ms T Pham
Mr J Waite
Mr P Lewis
Mrs M Raines
Mrs M Raines
Ms M Reynolds
Ms S McKenzie
Mrs S Polan

VISUAL ARTS

Ceramics
Drawing and Illustration
Media: Advertising
Painting and Printmaking
Photography
Film Theory and Video Practice

Mrs R Spencer
Mrs R Spencer
Ms P Adam
Mrs R Spencer
Mr A Ganser
Ms P Adam

Year 10 Elective Fees and Charges

Some units may have a charge attached to them. Selecting one of these courses means an obligation to accept responsibility for the charge involved. The subjects offered in Year 10, 2009 that incur a charge are:

Café Culture	\$70
World of Food	\$70
Ceramics	\$35
Computer Repair and Maintenance	\$25
Cool Threads	\$25
Funky Furniture	\$50
Dance: Movement and Styles	\$35
Drama	\$35
Drawing and Illustration	\$35
Film Theory & Video Practice	\$50
Home Entertainments Systems	\$25
Woodworking, Materials and Design	\$50 per semester
Media: Advertising	\$35
Painting and Printmaking	\$35
Photography	\$35
Mechatronics	\$50 per semester
The Elite Athlete	\$50
Auto-mechanics	\$70
CISCO IT Essentials I: PC Hardware and Software	\$100
Music Performance and Styles	\$35
Music Performance	\$35

***all charges are approximate with any changes being notified prior to commencement of studies.**

The Duke of Edinburgh Award

The Duke of Edinburgh Award will be offered at Kambrya College on a voluntary co-curricular basis (i.e. not during timetabled class time) to students in year 9 and 10 at either the Bronze or Silver level as determined by the student's age. Participating in the programme assists young Victorians, aged between 14 and 25, with the opportunity to achieve personal goals through a structured programme, which acknowledges their involvement in non-competitive voluntary activities, which encourage personal growth, enterprise, and a broad range of life skills, as well as a sense of social awareness and responsibility. The cost of participation is set by The Duke of Edinburgh Award Association and is set at \$75.00 per student. The cost covers student insurance. Any queries should be directed to Mr Keith Perry.

Forward Thinking: Planning for a Later Years Pathway

It is important that you plan your Year 10 course with your future studies in mind. VCE and VCAL are both accredited secondary certificates. VETIS courses can be included in either a VCE or a VCAL programme of study, and for the first time in 2009, **VETiS courses will also be open to Year 10 Students**. Australian School Based Apprenticeships are another option for consideration.

VCE (Victorian Certificate of Education)

- **For VCE detailed subject descriptions and specific guidelines for choosing a VCE subject in Year 10, please refer to the information provided on Page 27.**
- VCE is the traditional academic pathway for students in Years 11 & 12.
- If you are thinking you may want to go to university, you need to get an ENTER score. To get an ENTER score you must do VCE. If you are achieving excellent results in your current studies, you may request to accelerate your studies and choose a VCE Unit 1 & 2 sequence of study. This will enable you to increase the number of study scores you have at the end of Year 12, thereby increasing your total possible ENTER score.

Here's how it could work:

- Year 10 – include one Unit 1 & 2 sequence of study in your programme (this does reduce the number of Year 10 elective subjects you will study).
- Year 11 – Complete five Unit 1 & 2 sequences of study and continue your Year 10 VCE subject through Units 3 & 4, giving you a sixth subject and a full Year 11 programme.
- Year 12 – Complete a standard programme of five Unit 3 & 4 sequences of study. This will give you six study scores at the end of Year 12, which is the maximum number of study scores you can include in your ENTER.

It is recommended that Year 11 Unit 1 – 2 studies are taken as preparation for Year 12 Unit 3 – 4 studies. In some subject areas, e.g. Physics, you cannot complete the Unit 3 – 4 sequence without having successfully completed Units 1 – 2.

VCE Unit Charges

Some units may have a materials charge attached to them to off-set the costs of consumable materials required for the delivery of the study. **Selecting one of these courses means you accept responsibility for the charge incurred.**

VCE Units Attracting a Materials Charge	
Biology Units 1 & 2, 3 & 4	\$25 per unit
Chemistry Units 1 & 2, 3 & 4	\$25 per unit
Design and Technology Units 1 & 2 (Textiles)	\$100 per year - larger projects may incur additional charges
Drama Units 1 & 2 or Units 3 & 4	\$75 per year
Environmental Science Units 1 & 2, 3 & 4	\$25 per unit
Food and Technology (all units)	\$50 per unit
Outdoor & Environmental Studies Units 1 & 2	\$250 per unit (approximately)
Media Units 1 & 2, 3 & 4	\$75 per year
Physics Units 1 & 2, 3 & 4	\$25 per unit
Studio Arts Units 1 & 2, 3 & 4	\$100 per year - larger projects may incur additional charges
Visual Communication and Design Units 1 & 2 or Units 3 & 4	\$25 per unit

VCAL (Victorian Certificate of Applied Learning)

VCAL is a 'hands on' approach using applied learning as its focus. If your main aim is to go to TAFE, get an apprenticeship or take on-the-job training when you leave school, then you should consider completing VCAL after Year 10.

VCAL gives you practical, work-related experience as well as literacy, numeracy and personal development skills.

If your main focus is to go to TAFE, get an Apprenticeship or a traineeship when you finish school then you should consider taking the Applied Learning subjects in Year 10. Applied Learning subjects are practical, "hands-on" subjects. This will prepare you to do VCAL in Year 11 and 12.

VCAL is offered at three levels: Foundation, Intermediate (usually Year 11) and Senior (usually Year 12).

To be awarded the VCAL certificate, you must successfully complete the following units:

- Literacy – this may be VCAL Literacy or any VCE English Unit 1 – 2 sequence
- Numeracy
- Personal Development Skills – as a part of your VCAL learning programme, you must participate in community-based projects, voluntary work and / or structured activities that will help develop your self-confidence, teamwork skills and other skills important for life and work.
- Work Related Skills – this will include a structured work placement or a School Based New Apprenticeship or part-time work. This area may also include relevant VCE units.
- Industry Specific Skills – this will typically be your VET programme but if you enrol in VCAL at Foundation level, you may also include appropriate VCE units under this strand.

Some components of the VCAL are completed at the student's school, while others are at their VETiS provider e.g. TAFE or at their industry workplacement.

Once you have completed your VCAL you will have earned credit towards a trade or industry certificate and will have knowledge of areas such as Occupational Health & Safety (OH&S). This prior learning will be recognised and count towards your apprenticeship or traineeship, enabling you to obtain a trade qualification in less time.

If you choose VCAL and then change your mind, it is possible to swap to the VCE; however there are many things to be considered before this takes place and consultation with Careers staff is essential.

At Kambrya College, there is an interview process for students who wish to apply to study the Victorian Certificate of Applied Learning.

If you are interested in an VCAL as a part of your Later Years programme beyond Year 10, please see Mr Gary Keet for further information.

VETiS (Vocational Education & Training in Schools)

VET programmes are available to senior secondary students as part of their VCE or VCAL programme, **however in 2009 the college will allow Year 10 students to consider a VETiS course as a part of their program for the first time.** They are available in a range of industry areas and on completion, students receive a nationally recognised certificate as well as credit towards their VCE or VCAL programme. **Note that Year 10 students will NOT be permitted to enrol in a VCE unit and a VETiS course simultaneously.**

Students combine school based studies with a VET programme which may involve attending a TAFE college, a Registered Training Organisation (RTO) or a workplace for training. VET programmes involve competency-based learning which means students perform tasks and duties to the standard expected in employment.

Structured industry work placement with an employer in the relevant industry area is a component of many VET programmes. The hours required in a structured work placement varies between VET certificates. Work placement may be completed one day per week or in week-long blocks.

Students undertaking a VET programme as part of their VCE studies will often miss some timetabled classes due to external training or work placement. This generally occurs on a Wednesday of each week. It is the responsibility of the student to ensure that they are still able to satisfactorily demonstrate the learning outcomes for all of their other VCE units or subject studies.

Some VET programmes include a scored assessment that allows the VET programme to contribute to the VCE student's ENTER score.

In order to receive the VET qualification, it is important to note that students must undertake the entire Unit 1 → 4 structure of a VCE VET programme. Students will also receive a statement of attainment for the partial completion of a VET programme.

There is a cost to families for the VET course which varies according to the provider / study location. This charge varies from approximately \$400 to \$1200 depending on the programme and the location. It is the student's obligation to meet these costs. Specific costs for courses should be investigated prior to choosing a VET study.

VET Courses with a VCE Study Score:

Business Administration
Community Services
Dance
Electrotechnology
Engineering Studies
Equine Industry
Financial Services
Furnishing
Hospitality (Operations)
Information Technology
Laboratory Skills
Media (Interactive Digital Media)
Music Industry
Sport & Recreation

VET Courses available locally in 2009:

Kambrya College:

Certificate III in Concept Development for Clothing Products

Programme: 1st Year (=Certificate II Concept Development =VCE Units 1&2)

LMTQAGN01A	Apply quality standards
LMTHRGN08A	Follow defined OH&S procedures
LMTPRCL01AA	Sew Garments 1

LMPRCL01BA	Sew Garments 2
LMTHRGN02A	Work in a team environment
<i>Programme: 2nd Year (=VCE Units 3&4)</i>	
VBQ322	Modify patterns and develop prototypes
VBQ321	Prepare and define basic concepts for clothing products

Certificate II in Building & Construction (Carpentry) 1st yr only

Programme: 1st Year (= VCE Units 1 & 2)

VBQM697	Workplace safety and industry induction
VBQM698	Workplace procedures for environmental sustainability
VBQM699	Basic first aid
VBQM700	Building structures
VBQM701	Calculations for the building industry
VBQM706	Quality principles for the building industry
VBQM707	Safe handling of plant and power tools
VBQM708	Workplace documents and plans
VBQM714	Carpentry hand tools

Certificate II in Hospitality (Operations) & partial completion of Certificate III

Programme: Year 1 (= VCE Units 1 & 2)

THHCOR01B	Work with colleagues and customers
THHCOR02B	Work in a socially diverse environment
THHCOR03B	Follow health, safety and security procedures
THHCO01	Develop and update hospitality industry knowledge
THHGHS01B	Follow workplace hygiene procedures
THHBCC01B	Use basic methods of cookery
THHBKA01B	Organize and prepare food
THHBKA02B	Present food
THHBKA04B	Clean and maintain kitchen premises
THHBFB09B	Provide responsible service of alcohol
THHGGA01B	Communicate on the telephone

Programme: Year 2 Food and Beverage Stream (= VCE Units 3&4)

THHBFB11B	Develop and update food and beverage knowledge
THHBFB03B	Provide food and beverage service
THHBFB10B	Prepare non alcoholic beverages
THHBFB02B	Provide a link between kitchen and service areas

Courses available at other locations:

Certificate II in Agriculture / Horse Breeding

Certificate III in Allied Health Assistance

Certificate II in Animal Studies

Certificate II in Automotive Technology Studies

Certificate II in Building & Construction (Carpentry) –partial

Certificate II in Business

Certificate II in Business Administration

CISCO Networking Academy Program CISCO/UTE30599

Certificate II in Community Services Work

Certificate III in Children's Services

Certificate II in Community Recreation

Certificate II in Conservation & Land Management

Certificate III Concept Development for Clothing Products

Creative Arts (Screen)-units from Cert III in Screen (Animation)

Certificate II Creative Industries (Interactive Digital Media)

Certificate II in Electrotechnology (Shared Technology)

Certificate II in Engineering Studies

Certificate II in Equine Studies

Certificate III in Financial Services
Certificate II in Furnishing (Pre-apprenticeship - Cabinet Making) - partial
Certificate II in Hairdressing
Certificate II in Horticulture (Landscape)
Certificate II in Horticulture (Parks & Gardens)
Certificate II in Hospitality (Operations) & partial completion of Certificate III
Certificate II in Information Technology
Certificate IV in Justice - Partial Completion
Certificate III in Laboratory Skills
Certificate II in Music Industry Skills (Foundation)
Certificate II in Outdoor Recreation
Certificate II in Visual Arts & Contemporary Crafts

If you are interested in a VETiS course as a part of your Later Years programme of study see Mr Mark Sinclair as soon as possible (Main D Block Staffroom)

ASBA (Australian School Based Apprenticeship)

These were previously known as SBNA (School Based New Apprenticeships).
To be eligible to undertake an ASBA, you must be in paid work and sign a contract of training which must be registered with the Office of Training and Tertiary Education.

An ASBA can contribute to a VCAL programme through the Industry Related Skills strand of learning.

A VCE programme would share time with your part-time work, and your vocational training at a TAFE institute. Australian School Based Apprenticeships in the following areas are approved for the VCE:

- Agriculture
- Automotive
- Business
- Community Service
- Engineering
- Food Processing
- Food Processing (wine)
- Horticulture
- Hospitality (Operations)
- Information Technology
- Retail Operations
- Seafood Industry
- Sport and Recreation

If you are interested in an ASBA as a part of your Later Years programme of study see Mr Mark Sinclair as soon as possible (Main D Block Staffroom).

Year 10 Detailed Subject Descriptions

LANGUAGE A (ENGLISH) DOMAIN

English (Compulsory)

Term One: Students will read from an anthology of short fiction and poetry and analyse carefully selected pieces. The emphasis is on exploring a range of different genres and themes and for students to practice interpreting texts creatively. Students will be required to do some independent study and to write a variety of different text types from classic short stories and poems to modern graphic texts and/or multimedia texts. The text will be available for purchase from the school at a minimal cost and students will be required to have their own copy.

Term Two: The course is focused primarily on exploring and analysing print media texts, also looking at documentaries and other visual representations. There will be a focus on current issues, especially those relating to the environment. Students will identify and critique opinions presented in the media and begin to formulate their own. They will also identify persuasive techniques and their effectiveness in the media, and then apply these techniques to their own writing. An analysis of the documentary “*An Inconvenient Truth*,” looking at both the arguments and the persuasive techniques will take place as well as the development of their active listening skills and oral communication skills.

Term Three: The aim of this unit is to allow students an opportunity to improve their skills in text response by focusing on an extended text. Students will read and analyse the novel *To Kill a Mockingbird* by Harper Lee and will discuss and analyse the plot, setting and characterisation in the novel. They will look at the intentions of the writer and they will respond to a series of questions about theme and symbolism in the novel. Students will also practice their essay writing skills.

Term Four: Students will read and analyse Shakespeare’s *Much Ado About Nothing*, completing comprehension tasks, analytical and interpretive tasks. They will explore the different genres of Shakespeare’s plays and assess which genre this play fits into. The unit will allow students to discuss and explore the key themes of faithfulness, deceit, marriage, gossip and the role of women. Students will complete comprehension activities, create character profiles, come up with an original interpretation of a scene and write an analytical essay. They will develop their skills in reading a text closely, understanding the influence of context (by looking at marriage conventions in Shakespeare’s day) and using evidence to support their point of view in analytical writing.

Hooked on Classics

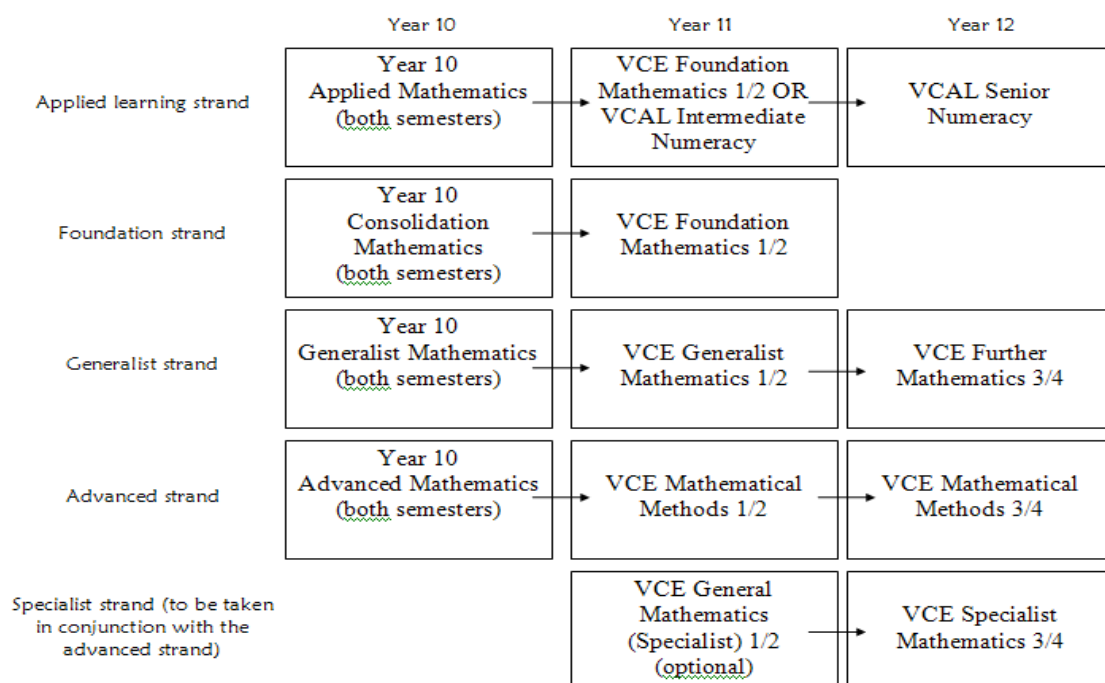
This course is designed to reinforce the idea of genre to students. Through looking at the genre of gothic literature students will gain an understanding of the ways in which a genre is represented and adapted through time. Students will study excerpts from early gothic fiction and research the background of the mid-eighteenth century which gave rise to the genre. They will also read later representations of the gothic genre such as Dracula and Frankenstein and comment on the ways in which it has been interpreted by successive generations up to modern gothic films and texts. Students will have opportunities to explore various representations of the gothic genre independently and to identify features of the genre that make it unique.

Modern Interpretations

The aim of this course is to encourage students to consider literature that has been labelled 'classic' by a modern audience. Students will be asked to think about what it is that sets these texts up as different to modern texts and why it is that they are sometimes privileged over modern texts by an audience of readers and viewers. We will consider the core questions "**What is it that makes a classic?**" and the closely linked "**Who decides?**" Following on from this we will look at modern interpretations of classic texts and we will consider why it is that we may feel the need to modernise these texts. As well as analysing the success of these interpretations we will consider our need to ensure the relevance of the texts we read and view. Students will have opportunities to write a modern interpretation of a classic text of their own choosing.

MATHS DOMAIN

Flow Chart of Mathematics Subjects in Year 10 and VCE



Students MUST choose ONE of the Year 10 mathematics options above. In order to make the most appropriate choice of mathematics, please read the following subject descriptions and liaise with your current mathematics teacher and/or the Mathematics Domain Head (Ms Sarah Day).

Consolidation Mathematics

This subject is designed as a catch up unit for students having significant difficulty in Mathematics. To undertake this subject a recommendation is required from the student's Year 9 Mathematics teacher.

Semester One: Areas of study include: Basic Algebra, Budgeting, Percentages, Interest, Decimals, Income and Taxation, Insurances, Rates, Cost of Living.

Semester Two: Areas of study include: Measurement, Scale Drawings, Calculation of the Building Construction Costs, Basic Statistics, Graphical Representations, Basic Probability.

Applied Mathematics

This subject is designed for students intending to undertake a TAFE course or VCAL in Year 11 and aims to equip students with essential applied mathematics skills. This subject **does not** lead to VCE mathematics.

Semester One: Areas of study include: Measurement, Scale Drawings, Budgeting, Percentage, Interest and Discount, Loans, Costing and a range of units related to their areas of interest.

Semester Two: Areas of investigation build on the work covered in semester one and include: triangles and their applications in building, trigonometric ratios and Pythagoras.

Generalist Mathematics

This subject is designed for students who demonstrate good mathematical knowledge and understanding at the expected standard during Year 9. Students must have successfully completed Year 9 Mathematics before selecting this subject.

Semester One: Areas of study include: Algebraic techniques, Linear Functions, Solution of equations, Percentage, Interest, Cost of Living.

Semester Two: Areas of study include: Measurement, Geometry, Trigonometry, Variation, Statistics, Probability and Indices.

Advanced Mathematics

This subject is designed for students who exhibit mathematical knowledge and understandings above the expected standard at Year 9 and intend to undertake advanced VCE mathematics at Years 11 & 12. Assessment structure is modelled after Unit 3 & 4 Mathematics and will include examinations and SAC type projects. *Please note that entry into Advanced Mathematics is subject to successful completion of an entrance test and is at the discretion of the Mathematics Domain Head.*

Semester One: Areas of study include: Extension work on General Mathematics syllabus, surds, inequations and basic linear programming. Problem solving using Mathematical Modelling will be emphasised.

Semester Two: Areas of study include: Extension work on General Mathematics syllabus, advanced statistics, Quadratic functions and graphs, and graphing trigonometric and exponential functions. Problem solving using Mathematical Modelling will be emphasised.

PHYSICAL, PERSONAL AND SOCIAL LEARNING DOMAIN

Highly Active Girls in Sport

The 'Highly Active Girls' Elective is focused on physical activity and is only available to females. The students will be encouraged to participate enthusiastically in a variety of team sports and activities and to work on improving their skill acquisition, team work and leadership skills. They will learn about History women of Sport, Self-esteem and mental health, Fundamental Motor Skills, Skill Development, Basic Anatomy, Safety and Technical Rules as well Sports Specific Coaching Skills. This unit leads on to various VCE, VCAL and VET courses in Physical Education.

Active & Healthy Lifestyles

The "Active and Healthy Lifestyles' Elective explores the impact of physical activity and physical inactivity on the individuals. Students will gain an understanding of the health benefits of physical activity, physical activity across the lifespan, cardio-respiratory system, diet and nutrition, exercise and health programs, and types of physical activity and recreation. After completion of the unit students will be more informed about to how make positive life long decisions concerning health and physical activity. This unit leads on to various VCE, VCAL and VET courses in Physical Education, Health and Human Development and Outdoor and Environmental Studies.

Energetic Team Games For Boys

The unit is based on team sports and is available to boys only. It will be highly challenging and active. The boys will be encouraged to participate enthusiastically in a variety of team sports and to work at improving their physical skills, team work and leadership skills. They will learn about coaching, skill development, fitness and biomechanics. After completion of this unit students will be able to make positive life long decisions concerning participation in recreation and sport to enable them to lead healthy and active lives.

The Elite Athlete – Materials Charge: \$50

This unit will look at what it takes to be an elite athlete from understanding the human body, fitness testing, and training to biomechanics and sports psychology. They will learn about pre and post testing and the various components of an effective training program. After completion of this unit students will be better prepared for Units 1 and 2 Physical Education.

LANGUAGE B DOMAIN

Students who select German or Japanese are indicating their interest in pursuing the language at VCE level and will have the opportunity to participate in the exchange program. Students choosing a language should do so as a year long elective.

Japanese

Semester One:

This subject is designed to consolidate the Japanese language learnt in previous years with the aim of revising, building upon previous knowledge and perfecting communication in the Japanese language. Realistic topics and functional language are the focus to increase students' communicative competency in basic conversational and grammatical Japanese. Topics include: Describing people and interests, Technology in Japan, and comparing daily Life in Australia and Japan centred on Family, Friends and School. Students will continue to build their knowledge of Kanji, and consolidate Hiragana and Katakana. The cultural component of this course will be integrated into the main topics of the course. Students will

have opportunities to interact with visitors from Japan, and to participate in a language and cultural study tour of Japan in the VCE years.

Semester Two:

Areas of study are an extension of the areas of study outlined in Semester One. This includes the following topics: Travel in Japan, Transport and Future Careers.

Costs: Entry to 'Why Learn Japanese?' a seminar conducted by the Japanese Language Teachers Association of Victoria and Department of Education & Training to encourage students to continue with their study of Japanese into VCE. **Cost \$15.00**

German

Students will explore useful vocabulary topics such as the world of work, travel, future plans, life at home and the environment. The focus of this course is on increasing comprehension and communicating with accuracy. Students will find a much greater focus on German grammar than in previous years, as well as a stronger focus on writing and reading in German. Grammar points that will play a key role in this unit include the spoken and written past tenses, adjective endings, the accusative and dative cases, and prepositions.

PERFORMING ARTS DOMAIN

Music Performance and Styles (first semester only) – Materials Charge: \$35

This subject runs during Semester One and focuses on developing students' skills in the areas of music performance (group and solo), music theory and aural comprehension. Students will be introduced to critical analysis and will learn to analyse and describe works of music from various genres and eras. Students will participate in master class-style workshops, presenting and critiquing their own and other's performances.

It is strongly advised that students enrolling in this subject be taking instrumental music lessons, and have access to an appropriate rehearsal space out of school.

Music Performance (second semester only) – Materials Charge: \$35

This subject runs during Semester Two, extending skills and competencies gained through the successful completion of Music Performance. The course has a strong focus on solo performance skills and further explores critical analysis, music theory and aural comprehension and is specifically designed to prepare students for VCE Music. Participation in this course is highly recommended for students who are considering enrolling in a music subject as part of their VCE program.

Students enrolling in this subject are expected to have successfully completed Music Performance and Styles (or have a written recommendation from the Performing Arts Co-ordinator), be taking instrumental music lessons, and have access to an appropriate rehearsal space out of school.

Dance: Movement and Styles – Materials Charge: \$35

This is a single-semester course that extends skills and competencies acquired during Year 9 Dance Journey and/or external dance lessons. This subject focuses on developing students' skills in the areas of solo and group performance and effective choreography.

Students will be introduced to critical analysis of dance works and choreography and will learn to analyse and describe dances from various genres and eras. Students will participate in group dance classes and will be expected to produce a number of performance-quality works throughout the semester. Participation in this course is highly recommended for students who are considering enrolling in VCE Dance.

It is strongly advised that students enrolling in this subject have at least three years of dance experience and access to an appropriate rehearsal space. It would be highly advantageous for students to be enrolled at an external dance school.

Drama – Materials Charge: \$35

This subject takes students on a guided tour of the history of Theatre. Students look at some of the theatrical styles used in performance today as well as some of the significant historical periods in the history of theatre, including traditional Greek Theatre, Shakespearean plays and 20th Century theatre. Students will participate in ensemble and solo performances, including developing their own scripts and producing their own performances. Students who are considering taking VCE Drama or Theatre studies are strongly advised to enroll in this subject.

VISUAL ARTS DOMAIN

Ceramics – Materials Charge: \$35

Ceramics offers a wonderfully creative and tactile medium in which students can fully explore their creative side and produce both functional pieces and works of art. Students will gain experience in a range of clay hand building techniques as well as some wheel work. Slip casting, moulding, glaze, stain finishes are also explored. Design and maintenance of a sketchbook is an integral part of this journey where students undertake to create a range of pieces. Research into a ceramic field is included in this voyage of discovery. Excursion to gallery or other venue to undertake further study and gain ideas. There is also the possibility to create an artistic feature for the Kambrya College

Film Theory and Video Practice – Materials charge \$35

This unit we will look at the history of film and filmmaking techniques from around the world and how they've developed into the films of today. Through analysis of both the technical structure and the themes of a number of films, we will garner an understanding of how to apply the techniques and our study will culminate in the production of our own short films. This unit is a recommended subject for students intending to undertake VCE Media Studies in Years 11 or 12.

Media: Advertising – Materials Charge \$35

This unit looks at the use of different forms of Media used in advertising. From posters and print media, to websites and television commercials, we look at the different forms of advertising and how they attempt to persuade consumers to buy their products. Creating products of our own, we will work on an advertising campaign to promote and advertise the product by recording radio voice-overs, printing posters and producing television commercials. This unit is a recommended subject for students intending to undertake VCE Media Studies in Years 11 or 12.

Photography – Materials Charge: \$35

This unit looks at the role of professional photographers in variety of settings such as photojournalism, portraiture, illustration and the artist. Students examine how and why photos are taken for a variety of purposes; to persuade, inform, promote, record events and entertain viewers. Technical skills in how to use digital cameras, controlling lighting and use computer programs such as Photoshop and Photoshop Elements are also taught. The analysis of the works of others is done along side compiling a portfolio of personal work. This unit is a recommended subject for students intending to undertake VCE Media Studies or Studio Arts in Years 11 or 12.

Painting and Printmaking – Materials Chare: \$35

This unit looks at an array of painting and printmaking forms and mediums. Students have the opportunity to express there creativity through watercolour, oils and acrylic paints, and lino and silk screen printing. A variety of themes and styles will be looked at through the exploration of past and present artists. The course sets a great foundation for students wanting to go on to VCE Studio Art and VCE Art.

Drawing and Illustration – Materials Chare: \$35

This unit explores a range of drawing styles and applications ranging from freehand, technical and imaginative. The visual language of different cultures and societies is examined, ranging from Manga to the design industry. It involves an understanding of and application of drawing, and drawing conventions, design elements, principles and design process in visual communication. A variety of mediums are used including pencils, pens, ink, copic markers, pastels and computer software to enhance and present their images.

SCIENCE DOMAIN

Science (Compulsory)

This unit will give students an overview of the different science disciplines. Students will study a range of important scientific principles and concepts related to everyday life through experiments, investigations and modelling exercises. Selected interesting topics from biological, chemical, physical and earth and space sciences will be covered. Modern technological developments in science will be taught including : Genetic engineering, Theories of evolution, Global issues, Production of new materials, Basis of chemical reactions, Synthetic products and Nanotechnology. Physics principles and concepts will be investigated in topics of Motion, Rockets, Energy, Communication advances using photonics and optic fibre, Synchrotron and Electromagnetism. Students will be introduced to Electronics using breadboards. This general and compulsory science subject will run for the whole year and will enable students to make informed VCE choices.

Term One:

Topic 1 - The Periodic Table and Chemical Change

Students will explain the arrangement of elements in the Periodic table. They will explain similarities in the chemical behaviour of elements and their atomic structure. Atomic symbols, formula and balanced equations will be used to explain the common types of chemical reactions.

Topic 2 - Movement

Explain movement using distance, displacement, speed, velocity and acceleration. Develop a quantitative and qualitative understanding of the relationship between force, mass and acceleration. Explain momentum and inertia and Newton's Laws of motion. Study gravity and energy changes.

Term Two:

Topic 3 - Ecosystems, Adaptation, Photosynthesis and Respiration

Explain the relationship in living and non-living systems and the human impact on them. Analyse what is needed for living things to survive, thrive or adapt.

Study nutrient flow and energy in ecosystem using food chains and food webs. Explain photosynthesis and respiration.

Topic 4 - Genetics and Evolution

Explore the role of DNA and genes in determining patterns of inheritance. The cell cycle, reproduction, dominant and recessive genes and pedigrees. Cell division as linked to biotechnology. Study of Natural selection and Evolution. Genetic disorders.

Term Three:

Topic 5 - Materials and Chemical Reactions

Properties of metals. Pure metals and alloys. Plastic and fibres. Mining and corrosion of metals, Understanding Nanotechnology and Green chemistry. Types and classes of chemical compounds. Organic chemistry and in - organic compounds. Simple molecular compounds, multiples bonds and Hydrocarbons.

Topic 6 - Electricity , Electronics and Waves.

Connecting series and parallel circuits. Explain difference between voltage, current and resistance. Measuring current using ammeter and voltmeter. Simple house wiring. Use of Ohm's law and understanding electromagnetism.

Term Four:

Topic 6: continued

Simple DC motor. Communication networks. Introduction to electronics using breadboards. Use of multi-meter for measuring quantities.

Topic 7: Rockets and satellites

Project: Assembly of the solid fuel rocket kits and launching. Basic flight principles. Satellites and effect of gravity.

Shake, Rattle and Roll

This elective introduces students to the scientific principles and concepts associated with natural disasters and the dynamic earth. Students will have an opportunity to study the structure of the earth, carry out practical investigations pertaining to the rock cycle and palaeontology, investigate the formation of volcanoes, study earthquake zones and participate in relevant excursions.

HUMANITIES DOMAIN

Humanities (compulsory)

Term One: This unit examines the geography of Africa with a focus on developing countries and poverty. Students will examines the political, historical, social and economic factors which influence the development of Africa. The major assessment task concentrates on the student's choice of country and includes investigation of an issue of environmental sustainability. Students are exposed to geographical spatial concepts and are expected to present maps and data using geographic language and conventions.

Term Two: This unit focuses on a study of key economic terminology and understanding. Students examine the social, political, and economic implications of international drug trafficking in order to understand the application of economic principles on a global scale. Ultimately, students will acquire an understanding of the processes and circumstances

which influence Government policy on such issues. This unit also has a focus on Work Education in order to prepare students for their work experience placements. Work education assists students to develop greater understanding of key workplace knowledge and skills (eg. rights in the workplace, Occupational Health and Safety) as well as essential lifelong skills (eg resume writing).

Term Three:

This unit examines the context and historical meaning of World War I. Students will examine the immediate and long term implications that WW1 had and continues to have on the world. Students will consider how the war changed Australia's standing on the world scene, as it was no longer a British colony, but a country of its own. The unit will help students develop an understanding of the role the war played in developing an independent Australian identity, which still shapes the actions, perspectives, values and attitudes of Australians today. This unit of work will cover a number of issues and topics concerning Australia's involvement in WWI.

Term Four:

This unit introduces students to the formal role and structure of parliament and government, the role of the judiciary and court procedure. Students will be able to identify Australia's role within a global political structure and the personal rights owed to individuals and their role within the political superstructure and the changes that they can effect.

Philosophy and Popular Culture

The purpose of the Unit will be to analyse several popular culture resources and the philosophical ideas that arise from them. Resources could include recent movies, comics, television shows, music and books. The unit is designed to introduce students to a range of philosophical ideas and provide an entry point to VCE Unit 1 and 2 Philosophy. Themes covered within this unit will include: *Good vs Evil* (using X-Men, Spider Man, Batman, Scrubs), *Freewill vs Control* (using V for Vendetta, Harry Potter, Popular bands), and *Eastern philosophy* (using Kung Fu Panda, Star Wars, Seinfeld). Key skills targeted in this unit are essay writing, reflection, argumentative tactics, reasoning and oral communication.

TECHNOLOGY DOMAIN

Woodworking, Materials and Design A & B (Year long elective) – Materials Charge: **\$50 per semester**

*Note that this course can be chosen in both semesters as the curriculum is flexible to learner's individual interests. If only one semester is desired, please write only **Woodworking, Materials and Design A** on your course selection form.* This course allows the students the opportunity to work and learn about wood working techniques and furniture construction in a hands on environment. Students work individually to analyse, design, produce and evaluate either a small cabinet or table . We begin by establishing the collected needs that their chosen furniture will need to fulfil. Then progress to a period of design where they research possibilities, materials and processes, then make choices about how they want to combine these into their own creation. Students are required to communicate their designs in diagrammatic form and to evaluate the finished product against the original design. They will practise acts of cutting and joinery and they are encouraged to work accurately and with patience to achieve a piece of work that represents the very best they are capable of.

Mechatronics A & B (Year long elective) – Materials Charge: \$50 per semester

*Note that this course can be chosen in both semesters as the curriculum is flexible to learner's individual interests. If only one semester is desired, please write only **Mechatronics A** on your course selection form.* Mechatronics is the combination of mechanical and electronic or electrical systems. The mechanical systems that the students will have the opportunity to experience will include hydraulics, pneumatics and basic mechanisms. Students will have the opportunity to investigate the different energy supply systems including renewable/conventional power systems. The electronics that will be covered will expose students to electronic principals and skills, basic robotics, programming principals and practical programming applications. As students complete a variety of set projects they will be asked to demonstrate both the understanding of and application of the knowledge that will be covered during the subject.

Home Entertainment Systems– Materials Charge: \$25

How do the parts of a home entertainment system work and how do you rectify the fault when it doesn't? Spend time learning about the electronics that fill our homes and how to maintain and repair them. Design your ultimate home electronic system.

Computer Repair and Maintenance (First Semester Only) – Materials Charge: \$25

Learn about the components of a computer system and how and why they work. Understand how the parts work in conjunction with each other and what happens to a system when something breaks down. Explore fault-finding methods and even practise some repair techniques. It is recommended that students who enrol in this subject also consider enrolling in the IT Essentials I: PC Hardware and Software elective in semester two.

IT Essentials I: PC Hardware and Software – (Second Semester Only) – Materials Charge: \$100

It is recommended that students enrolling in this subject also consider enrolling in Computer Repair and Maintenance in Semester One as an introduction. This hands-on, lab-oriented course introduces students to information technology and data communications and is an **internationally accredited short course** offered by CISCO. At the completion of the course students will receive a certificate. The course stresses laboratory safety and working effectively in a group environment. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a network environment. This course helps students prepare for exciting career opportunities in computer technology.

Upon successful completion of this course, students will receive a Certificate of Completion for IT Essentials I: PC Hardware and Software. Acquired competencies include the following:

- Building a computer and installation of the motherboard, disk drives, CD-ROM drives, and video cards
- Installing and managing Windows operating systems
- Adding peripherals and multimedia capabilities
- Demonstrating knowledge of local-area network architecture, networking protocols, the OSI reference model, and TCP/IP utilities
- Connecting computers to LANs and to the Internet In addition to basic networking concepts, the functions and configurations of a network are also covered.

IT Essentials I: PC Hardware and Software prepares students for the industry-recognized CompTIA A+ certification exam. (Further study beyond secondary schools). Thomson Prometric & Pearson VUE are the two official testing centres.

Because of the technical nature of this course, students will need to purchase a tool kit and optional textbooks (approximate value \$200). For further information about this course, please contact Ms Truc Pham at the college.

Auto-mechanics – Materials Charge: \$70

In this unit, students will be given the opportunity to develop essential skills and knowledge of motor mechanics. Students will progress from the basic principles of motor mechanics to more advanced areas such as: welding, working with four stroke engines, manual gearboxes and clutch assemblies, brake assemblies and the basic automotive electrical system.

Cool Threads– Materials Charge: \$25

Cool Threads is an exciting journey of skill acquisition, design and creativity. Students learn Textiles Technology skills that they utilise to make creative projects. Design briefs are formulated to meet particular needs and explore avenues of design. Projects to be created include: a garment such as a skirt or shirt, bag, silk painting, fabric decoration, fashion drawing, research project etc. there is also the opportunity to use computerised sewing machines and software.

Funky Furnishings – Materials Charge: \$50

Funky Furnishings (Textiles based) teaches you how to design a purpose made product that suits your requirements. Students will learn how to make a design brief that will support their products as well as creating various types of decorative finishes suitable for use in their own projects eg. iPod cover, research project, floor cushion, a variety of printing techniques such as screen printing, designer fabric as well as the opportunity to produce an own choice product.

World of Food– Materials Charge: \$70

World of food is a semester long course that will provide opportunities for students to study and develop skills in the area of food technology through international cuisine. Course outcomes will be achieved through a series design briefs allowing students to investigate, design, produce and evaluate food products of interest to them. A range of complex ingredients and equipment will be utilized during the semester. The emphasis is on increasing awareness of ingredients and the methods of cookery used to produce international dishes. World of food provides students with the grounding which could lead to apprenticeship positions, further VCE Food Technology studies or VET hospitality.

Café Culture– Materials Charge: \$70

Short black, skinny cap, chai latte, hazelnut shot, soy decaf, white mud cake, lemon meringue pie, sticky date pudding,..... Kambrya Café? This semester long course will provide opportunities for students to study and experience Melbourne's café culture. Course outcomes will be achieved through a series of student negotiated design briefs allowing students to investigate, design, produce and evaluate food products of interest to them. A range of ingredients and equipment will be utilised during the semester. Café culture allows students to pursue interests in various hospitality vocations including pastry work, food and beverage attendants, baristas and giving each student a grounding which could lead to apprenticeship positions, further VCE Food Technology studies or VET Hospitality.

Guidelines for choosing a VCE subject

Year 10 students who demonstrate the genuine desire to accelerate their learning have the opportunity to choose **ONE** VCE subject as an elective. If chosen, it must be completed as a year long sequence: Unit One in semester one, and Unit Two in semester two.

Students who wish to attempt a VCE unit **MUST** complete a thorough application which indicates their reasons. Please note that all applications will be considered by relevant VCE subject teachers in conjunction with current Year 9 teachers, and that automatic acceptance into VCE subjects is **NOT** guaranteed.

Students who are attempting a VCE unit **MUST** demonstrate the following characteristics and learning behaviours:

- A strong desire to excel in his/her studies.
- A proactive work ethic and the capacity to demonstrate academic rigour.
- A capacity to work both independently and collaboratively.
- A basic foundation knowledge or passion to learn in their chosen subject field.
- High level personal organisational skills and the ability to meet strict deadlines.
- A capacity to meet the minimum attendance requirement of 80%.

Any student who enrolls in a VCE unit must also abide by all guidelines and regulations as specified by the Victorian Curriculum Assessment Authority. The VCAA provides seven rules which a student must observe when preparing work for assessment. These rules apply to School-assessed Coursework and School-assessed Tasks. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

2. A student must acknowledge all resources used, including:

- Text, websites and source material
- the name/s and status of any person/s who provided assistance and the type of assistance provided.

3. A student must not receive undue assistance from any other person in the preparation and submission of work. Plagiarism in any form can result in the piece of work being allocated 0 marks.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgment
- Corrections or improvements made or dictated by another person.

4. A student must not submit the same piece of work for assessment in more than one study.

5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

Further guidelines and information specific to VCE students will be provided to students once 2009 course selections have been finalised.

VCE Detailed Subject Descriptions

The following subject descriptions are for units of VCE study which the college believes are **suitable** for Year 10 students. Students wishing to apply for any other VCE units may do so, however applicants would have to demonstrate **exceptional** skill and knowledge in the relevant subject.

PHYSICAL, PERSONAL AND SOCIAL LEARNING DOMAIN

Health and Human Development Units 1 & 2

Unit One:

This unit focuses on the transition from childhood to adulthood and the enormous changes in physical, social, emotional and intellectual development that transition brings. Good health is seen as an important determinant for optimal development. Challenges related to the maintenance of optimum health and development for youth are explored, focusing on the inherited and environmental factors that influence the physical, social, emotional and intellectual changes that occur at this stage of life.

Unit Two:

In Australia, families, communities and governments play a key role in optimising the health and development of individuals across the lifespan. Beyond the particular responsibilities of families, the community and governments have a responsibility to provide a range of services and programs that will help to optimise the health and development of all Australians. Despite relatively high levels of community and government involvement, considerable differences in health and developmental outcomes continue to be experienced by some social and cultural groups. In particular indigenous Australians, some rural and remote communities and Australians from lower socio-economic backgrounds experience less than optimal health and development.

Physical Education Units 1 & 2

Unit One:

This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students' own lives as well as within the wider community, and the classification of physical activity in terms of type and experience. Such knowledge is important to student understanding and is best delivered through a variety of practical activities

Unit Two:

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. The ways in which a coach influences his or her athletes can have a significant effect on their performance. Students study arousal levels in sport. Students will also focus on general principles that are common to analysing physical performance and learning physical skills, and the biomechanical principles of movement involved in these skills. Students use practical activities to enhance the theoretical understanding of factors involved in learning and improving skill.

Outdoor and Environmental Studies Units 1 & 2

Unit One:

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment. Through related outdoor experiences, students develop the practical skills and knowledge required to live comfortably with minimal impact in natural environments.

Unit Two:

This unit focuses on characteristics of natural environments, human impacts on natural environments, and how changes to nature affect people. The focus is on society's interactions with the natural environment. Outdoor Recreation provides the means for studying nature's impact on humans, as well as the ecological, social and economic implication of human impact on natural environments.

SCIENCE DOMAIN

VCE Biology Units 1 & 2

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

Students will develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

Unit One:

In this unit students study the activities of cells and their structure and function at light and electron microscope levels. The composition of cells and cell replication is linked to type, cell growth and size division. The transport processes across plasma membranes is

investigated. Common requirements of living things including energy, nutrients and exchanging gases are studied. Students are encouraged to conduct practical investigations including their own design to assist them to develop knowledge and understanding and to illustrate concepts.

Unit Two:

In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses are also investigated. Behavioural and reproductive adaptations are used to study individual and group behaviour of animals. Components, relationships and energy flows within ecosystems are studied. Techniques used to monitor environmental change and maintain ecosystems are investigated. Students are required to conduct fieldwork.

VCE Environmental Science Units 1 & 2

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impact of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations.

While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

Unit One:

This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components are investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

Unit Two:

This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

VCE Psychology Units 1 & 2

Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

Unit One:

This unit introduces students to the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour. The focus of this unit is an introduction to the scientific foundation of psychology. In this context, human behaviour is examined in social situations where certain behaviours are seen to be a consequence of environmental processes. Individual development of cognitive and perceptual abilities is also explored.

Unit Two:

In this unit students learn about different methods and models that describe and explain human behaviour. This unit focuses on internal physical, chemical and biological processes that inform behaviour. This context is based on the understanding of neuronal structures and the nervous system at the basic level. Methods of studying the differences in behaviour between people are evaluated. The study of individual behaviour in social situations is explored where behaviours can be influenced by attitudes resulting from environmental influences. Measurement tools applied to studies of attitude are investigated.

HUMANITIES DOMAIN

VCE Business Management Units 1 & 2

In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.

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.

Unit One:

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

Unit Two:

This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

VCE Geography Units 1 & 2

The Geography course has strong environmental and humanitarian focus areas at VCE and is a subject where students learn about the world and examine ways we can minimise our impact on the planet through critical examination of interactions between people and their environment. The subject has a strong focus on exploring evidence, including that gathered by students in the field as well as current research via the internet such as Google Earth and various government and United Nations websites.

Unit One:

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

Unit Two:

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live.

VCE History Units 1 & 2

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material, for example rock art, mosaics, and scrolls. More recently, there have been many film and television documentaries presenting and interpreting historical events. It is therefore important in the study of history for students to develop the skills necessary to analyse visual, oral and written records.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

Unit One:

The first half of the twentieth century was marked by significant change. In this unit students consider the way that societies responded to these changes and how they affected people's lives.

Unit Two:

This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

PERFORMING ARTS DOMAIN

VCE Dance Units 1 & 2

Dance is the language of movement. This study is designed to develop a broad understanding and appreciation of dance through the integration of practical and theoretical aspects of learning in the context of composition and performance. It also allows students to develop and refine their technical and compositional skills by exploring a personal and learnt movement vocabulary and ways in which ideas are communicated in their own and others' dance.

Unit One:

This unit enables students to explore the potential of the body as an instrument of expression. Students learn to apply knowledge of the safe use and care of the body in the development of their physical skills and body actions.

Unit Two:

This unit allows students to expand their dance vocabulary by exploring different ways of executing movement to produce contrasting qualities. Students apply their understanding of the expressive capacity of different movement qualities to the learning, composition and performance of dance works.

VCE Music Styles Units 1 & 2

In VCE Music Styles students study the context in which music has existed over the ages. They examine important historical eras and identify musical traits that are characteristic of certain styles. The focus is on developing aural comprehension (listening skills), an awareness of music history and how it relates to general history, compositional analysis skills. Music making in these units focuses on using a range of creative processes to compose, arrange and/or improvise responses to works by other music creators, and to create short original works.

Please note this subject is based upon listening, analysis, improvisation and composition, not practical performance. It is strongly advised that students who take this subject can read music fluently.

Unit One:

This unit focuses on a broad survey of music from different styles, traditions, times and places. Students will analyse a range of works, including music from a non-western style or tradition. They will learn about the characteristics of the elements of music and consider ways that music creators use elements of music and compositional devices to make works. Students will compose, arrange and/or improvise brief creative exercises in response to the practices of other composers.

Unit Two:

This unit focuses on ways that music is used in multidisciplinary art works that combine music and non-musical elements. Students analyse the ways that music can be used to create effects or elicit responses, both as musical works and in works that combine music and other elements (e.g. a film score). They also create music for an art work that combines music and other elements. The form of this work is selected by the student.

VCE Theatre Studies Units 1 & 2

This study involves students in the interpretation of play texts and the production of plays. Students study the nature and characteristics of theatre through the ages and acquire knowledge of its tradition and history. They develop skills in the use of stagecraft and performance. They also apply skills of analysis and evaluation to performances.

Unit One:

This unit focuses on studying theatrical form and working with plays in both their written form and in performance, with emphasis on the use of stagecraft. It involves students in analysis of production processes by studying, analysing and evaluating plays in performance.

Unit Two:

This unit focuses on the study of works of the modern era, from the 1880s to the present, focussing on key theatrical developments in the modern era. Theatre history is explored through selected texts and students also learn about theatre as an industry.

TECHNOLOGY DOMAIN**VCE Information Technology Units 1 & 2**

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes.

The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. Social relations and cultural values influence the way ICT is used.

While it is important that students extend their use of ICT as a tool to assist with work, study, recreation and in relationships (which builds on their compulsory education experiences), the study of Information Technology focuses on the capacities, scope and limitations of hardware and software, and their interactions to carry out specialised applications.

Unit One:

The focus of this unit is the study of how individuals use, and can be affected by, information technology in their daily lives. This involves solving problems, making decisions and applying techniques, procedures and technology to transform data into useable information.

Unit Two:

The focus of this unit is the study of how information systems are used by individuals and organisations to produce and manage information. This involves creating solutions that assist in controlling systems or managing information, as well as producing publications for use on a network.

NOTES