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**SUBJECT
SELECTION
GUIDE
2023**



Year 10 aims to provide students with a wide range of experiences and a balanced curriculum, which maximizes their options for VCE, VM or VET and beyond. Students will be involved in course selections to assist them in becoming more responsible for their own learning and to start to consider future pathways.

During Year 10 all students will undertake:

English	Core for the full year
Maths	Foundation, General or Advanced General for the year
Science	One elective in each semester
Humanities	Core for Semester One and elective in semester two
PE/Health	Core for Semester One and Elective in Semester Two
Arts/Tech	Electives are semester based (you can choose two Art electives, two Technology electives or one of each.)

Students in Year 10 may also apply to complete a *Unit 1/2 study* if they have achieved outstanding academic results in all of their year 9 subjects. The Leading Teacher Senior Programs, Year Level Leader and Principal class will be consulted about suitability for a VCE program at Year 10. VCE subjects are to be taken for the whole year as a Unit 1 and 2 sequence.

VET studies are also an option for Year 10 students. Students must discuss this option with the Careers and Pathways Manager and apply to complete the course. VET courses should be taken as a long-term choice. Full VET certificates usually take two full years to complete.

Students wishing to apply for a VCE study and/or a VET unit in Year 10 must complete the application form on the back of their subject selection sheet and successfully complete an interview.

SELECTING A YEAR 10 COURSE

When planning your course, you should consider the following:

Am I interested in the unit?

Will it broaden my horizons?

Will it prepare me for senior classes I want to take later on?

Do my parents and teachers think it is a wise choice?

Do my semester selections follow the above guidelines?

Note: It will not always be possible for you to be placed in all of the electives of your choice. Staffing and timetable constraints may limit the number of units that will run each semester. The electives which run will also depend upon other student selections. However, by planning your selections, you will eventually study the units that you are most interested in.

YEAR 10 CORE & ELECTIVE OPTIONS FOR 2023

Semester 1	Semester 2
English (Core)	English (Core)
Foundation Maths General Maths Advanced General Maths	Foundation Maths General Maths Advanced General Maths
Humanities (Core)	The Australian Marketplace Core, Economy & Society: Hazardous Earth: Conflict in the 20 th Century Ancient History Hoons, guns & Lawyers Sociology
Semester 1 Science Introduction to VCE Biology Introduction to VCE Chemistry Introduction to VCE Environmental Science Introduction to VCE Physics Introduction to VCE Psychology	Semester 2 Science Introduction to VCE Biology Introduction to VCE Chemistry Introduction to VCE Environmental Science Introduction to Physics Introduction to Psychology
Health & PE (Core)	Adolescent Health Analysis of Activity (Sport based) Sports Science (Fitness based) Outdoor Education

ART & TECHNOLOGY ELECTIVES

Choose four topics from listings below, in order of preference. These electives are year-long and your third and fourth choice will be your reserve selections in the event of an elective not running due to numbers or staffing

ARTS	TECHNOLOGY
Dance Drama Media Arts Music Visual Arts Visual Communication & Design VET Music Industry	Intro to Hospitality Product Design – Wood/ Metal Applied Computing High Fashion Food Through the Ages Product Design – Textiles

The following Art subjects are a two-year based subject:

- VET Music Industry (Sound Production)
- VET Music Industry (Music Performance)

Dance

Throughout Year 10 Dance, students will use the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Students will learn theory components of dance as well as learn dances each term and create their own dances too.

Drama

Students will draw on a variety of stimulus material and play-making techniques to develop and present their own devised work. They will explore a range of performance styles and conventions, dramatic elements and different areas of stagecraft including set design and lighting. They will use performance and expressive skills to explore and develop roles and characters. Students will also analyse the development of their own work and performances. Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work related areas. Students will explore their creativity and critical thinking skills as they develop their personal and social identity. Additional costs may be incurred for excursions.

Media Arts

Students will closely examine crucial media concepts including selection and omission, coding (expanding beyond technical coding into symbolic coding), conventions and the subversion of such, and stereotypes within the media, focusing on how these elements are employed by media creators across a variety of media types and products. This will involve the close study and analysis of a film text, focusing on the way teenagers and their media representations have changed dramatically since the inception of the teenager in the 1950s. Students will then closely examine technical codes in relation to a genre of their choosing, researching techniques and strategies used by professionals to achieve genre conventions through technical coding in film. This will culminate in students completing a mini-Production Design Process documenting their creation of a short, genre film of their own imagining.

Digital Art and Photography

In Year 10 Digital Art and Photography, students build upon the concepts and skills explored in Year 9 Digital Art and Photography. Students will be introduced to the history and development of digital art throughout the last 70 years, researching and analysing pioneering digital artists, artworks, concepts and technological developments. In addition, students will complete art analyses tasks, which will be followed by practical demonstrations of the styles and concepts research and analysed. Through the completion of Year 10 Digital Art and Photography, students will learn the necessary knowledge and skills to pursue various Art pathways through their VCE.

Year 10 Music

Year 10 Music continues to support you on developing the musical styles knowledge and instrumental skills students built up in Year 9 Music (Note: completion of year 9 music is not a requirement for choosing 10 Music. Students can begin learning their instrument in year 10.) In year 10 Music, you can choose to perform as a soloist or as part of a group. These can be duos, trios or full bands...you get to decide! All songs are negotiated between the various members of the group, allowing for all musicians to have an influence over the outcome of the year. Throughout the year you will work towards understanding the use of music technology through writing and recording your own songs. This new knowledge of technology is then used to create recordings that you can share with your family and friends. Throughout the year there will be various performance opportunities to help develop your live performance skills and ability to manage performance anxieties in a positive and supportive environment. This subject is also ideal for students who do not play an instrument and want to pursue electronic music. All assessment tasks and performances can be altered to suit your interests.

Visual Communication & Design

In Year 10 Visual Communication Design, you will continue to grow your understanding of answering a range of different design briefs within each of the three design fields of communication, environmental and industrial designs. You will discover new drawing methods and expand your understanding of the design process using different materials, medias and methods.

Throughout the year you will design new products and revitalise brands that need a new identity. Discover projects that allow you to redesign everyday living and working spaces as well as working in a team to come up with a brand-new concept by generating ideas, developing them into a refined mock-up or final presentation

This subject is the foundation of VCE Visual Communication Design. The skills gained in Year 10 Studio can also support you in other VCE subjects such as, Media Arts, Visual Communication and Design, Product Design and Technology and Drama.

Potential Pathways and Careers

Advertising

Animation

Game Design

Interior Design

Web Design

Architecture

Product Designer

Visual Merchandising

Prop and Costume Designer

Publishing

Fashion Design

Sign Writing

Multimedia Design

Video Editor

Communication Manager

Art/Design Director

Visual Arts

Year 10 Visual Arts continues to support your artistic growth in art thinking and creating. We will focus on the ideas, meanings and messages within artworks and art history. You will enhance your exploration skills in creating art where you will use a variety of art materials and techniques within different artforms such as; drawing, painting, printmaking, and sculpture. Throughout the year, you will learn how to follow the studio art process, where you will plan, research, develop, refine, resolve and present artworks.

This subject is divided into **Semester A and Semester B**. Each semester will explore different materials and techniques. For example, semester A might focus on drawing, printmaking and painting and semester B might focus on ceramics, collage and installation art. You can elect to complete one or both semesters.

This subject is the foundation of VCE Visual Arts. If you are thinking of taking this VCE subject, it is recommended that you complete both semesters of year 10 visual arts.

Visual art teaches you not only to create, but to think critically and engage with the world around you. The skills gained in Year 10 Studio can also support you in other VCE subjects such as, Media Arts, Visual Communication and Design, Product Design and Technology and Drama.

List of Potential Pathways and Careers

Professional Artist	Fashion and Textiles
Illustrator	Fibre Artist
Photographer	Product Design
Animator	Retailer
Cartoonist	Art Dealer
Graphic Designer	Special Effects Makeup
Curator	Tattoo Artist
Printmaker	Prop Designer
Art Teacher	Jeweller
Art Historian	Arts and Cultural Planner
Art Critic	Blogger

Art can be a great preparation for any career that requires fine motor skills, presentation skills, an eye for aesthetics and critical and creative thinking

VET Music Industry (Sound Production or Music Performance)

Year 10 Students with a passion and aptitude for playing instruments, performing recording and sound production are encouraged to apply for this VET programme which runs over 2 years and contributes to a student's Year 12 ATAR. This program operates all day on Wednesdays; students therefore will miss timetabled classes, requiring catch up work to be undertaken.

For more information, please speak with Mr Slizewski or the Career & Pathways Manager

Health & Physical Education

Learning Standards in the Health and Physical Education area assists students to:

- Focus on the importance of a healthy lifestyle and physical activity.
- Understand the importance of personal and community actions in promoting health and life-long participation in physical activity.
- Engage in physical activity games, sports and outdoor recreation to improve an individual's well-being.
- Promote the potential for life-long participation in physical activity through the development of motor skills and movement competence, health related physical fitness and sport education.
- Improve individual and team performance through combining motor skills and tactical knowledge.
- Learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.
- Identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.
- Make informed lifestyle choices by understanding the impact of various forms of behaviour and physical activity.

The two strands that make up the Health and Physical Education Learning Area are:

Movement and physical activity: where activities such as fitness circuits, ball and racquet sports, individual movement challenges, leadership and teamwork will be covered.

Personal, social, community health: where students will study a variety of health related topics such as first aid, nutrition, drugs, mental health, gender equality and risk taking.

Adolescent Health

This subject is essential for students who are considering undertaking VCE Health and Human Development in Year 11 and 12 or are thinking about a career in the health industry. This subject examines adolescent health and associated issues. Emphasis is placed on making informed choices including sexuality, drugs, mental health, body image, nutrition and personal safety. Investigating community resources will also be involved as well as physical, social, mental, emotional and spiritual health and development. This subject is a theoretical based subject.

Analysis of Activity (Sport Based Practical Classes)

Analysis of Activity is a must for those students who enjoy Physical Education and are thinking about a career in the fitness industry. This unit allows students to combine a study of exercise, sport, health and nutrition and to develop practical skills in all areas. Areas of study include barriers and guidelines to physical activity, fitness training principles, musculoskeletal system, cardiovascular system, respiratory system and energy systems.

There is a focus on sport based practical classes, team sport, sport for participation and overall health.

Sports Science (Fitness Based Practical Classes)

Sports Science is a must for those students who love Physical Education and are thinking about a career in the fitness industry. This unit allows students to combine a study of exercise, sport, health and nutrition and to develop practical skills in all areas. Areas of study include fitness testing and analysis, game and technique analysis, fitness programming, energy systems, fitness for life, drug education, musculoskeletal system, cardiovascular system and the respiratory system. Sports Science demonstrates the importance of diet and activity in maintaining long-term health. This unit is fitness based and will have both theoretical and practical components.

Outdoor Education:

This subject is essential for students who are considering undertaking VCE Outdoor and Environmental Studies in Year 11. The subjects will build skill in developing independent exploration skills E.g. rock climbing, kayaking, skiing, snorkelling and surfing. Conservation activities such as habitat reconstruction. Outdoor living knowledge and skills E.g. Increasing skills, knowledge and responsibilities for independent journeys. Group dynamics, skills and leadership E.g. Establishing participant roles and responsibilities on field trips, giving and receiving feedback, and acquiring methods to facilitate discussion. Safety and wellbeing outdoors E.g. Planning an outdoor journey while taking into account risk and safety management requirements. Environmental management and awareness E.g. Investigating and identifying environmentally responsible procedures in community developments and outdoor trips. Ecological literacy key themes E.g. Exploring different cultural and religious approaches to nature and the way this has impacted on wild spaces. Health and the outdoors E.g. Participation in local community outdoor activity.

Outdoor Education cost per student is \$250, payable prior to the commencement of the Semester.



Humanities

In the Victorian Curriculum F-10, the Humanities include

- Civics and Citizenship
- Business & Economics
- Geography
- History

All students will undertake a study in core Humanities during Semester One and a Humanities elective in Semester Two.

The Humanities provide a framework for students to examine complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

Semester One Humanities

In Term 1, students will begin the semester with *History* and will study the following two topics:

Australia at War (1914-1945): World War II

Students will learn about:

- The causes of WW2, such as the failure of the Treaty of Versailles and the rise of Nazi Germany.

- Students will also learn and discuss the reasons why Australians enlisted to go to war.

- Significant places where Australians fought, for example Kokoda and ponder the experiences of Australian soldiers who survived and died during WW2.

- Significant events and the turning points of WW2. Students will also learn about the nature of warfare during WW2, including the Holocaust and the use of the Atomic Bomb on Nagasaki and Hiroshima.

- Effects of World War II, with a particular focus on the changes and continuities brought to the Australian home front and society.

Rights and Freedoms (1945- the present)

Students will learn about:

- The significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.

- The causes of the struggle for Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965.

- The influence of US Civil Rights Leaders and the effect this had in USA and Australia.

- Significant events in changing society such as, 1967 Referendum and the Mabo decision.

In Term 2, students will begin *Geography* and will study:

Environmental Change and Management

The Environmental Change and Management unit focuses on investigating environmental geography through an in-depth study of a specific environment,

The unit begins with an overview of the environmental functions that support life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges.

Students investigate the specific environment of coasts and examine environmental change to coasts in Australia and one other country.

Semester Two Humanities

Students will choose one of the following electives for Semester Two.

The Australian Marketplace (Introduction to VCE Business Management)

What is the economy – why is everyone concerned about it? Students will look at the Australian economy, questioning how processes are organised to produce the economic system we have, linking this knowledge to the heart of the economy – businesses.

During this unit, students will investigate:

- The Australian economy and how economic performance is measured
- Living standards and poverty
- The business environment

Key knowledge and skills taught in this elective will prepare students for *VCE Unit 1 & 2: Business Management*.

Core, Economy and Society (Introduction to VCE Economics)

We all need an understanding of the law, government, and the economy. These areas will affect us for the rest of our lives. This course covers each topic by going over the important areas and provides information that will help a person make decisions in the future. The first topic will cover the legal system and the courts and how they affect daily life. The second topic will be the Australian national government and the politics that run it. It will provide an overview of how the government is selected and managed. The third topic will be the Australian economy. The course reviews the basic elements of the economy, how companies affect the economy and how the economy impacts a person's life. Key knowledge and skills in this unit will prepare students to study *VCE Unit 1 & 2: Economics*.

Hazardous Earth (Introduction to VCE Geography)

Students will complete two topics, *Hazardous Earth* and *Geographies of Human Wellbeing*. In *Hazardous Earth*, students will explore the global circulation of the atmosphere and the changing climate. Students will also explore two in depth case studies of an extreme weather hazard (tropical cyclones) and tectonic hazards (volcanic eruptions, earthquakes and tsunamis) at contrasting locations. Students will explore the distribution of hazards across our planet and assess the prediction and protection measures of developed and developing nations in response to hazardous disasters.

Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. They explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and the world as appropriate. Key knowledge and skills taught in this unit will prepare students to study *VCE Unit 1 & 2: Geography*.

Sociology (Introduction to VCE Sociology)

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Sociologists use a range of theories attempt to examine social issues, explain concepts and understand human society.

The study of Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change. Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective.

Key knowledge and skills taught in this unit will prepare students to study *VCE Unit 1 & 2 Sociology*

Conflict in the 20th Century (Introduction to VCE Modern History)

In this unit, students will further explore topics covered during semester 1 in greater depth. This includes the Roaring 20s, the Great Depression and significant events of WW2 including the Holocaust and the atomic bombings. Students will also explore the second half of the 20th Century. A period of revolutionary change that shaped the social, political, cultural and ideological landscape of the world, paying particular attention to the growing pop culture trends of this era including television, film, sport and music.

The story of the twentieth century can be told in film. Changes in people's attitudes and beliefs over the course of the century have been communicated around the world through the medium of film and popular culture. This elective unit involves students developing an understanding of the major historical changes that have occurred in the twentieth century and how the cinema has portrayed these events. This will lead into an analysis of how Australia has been influenced by the cultural and political changes shown in films made both overseas and in Australia. Students will study four feature films and other short films and excerpts in this unit, whilst further developing their skills in analysis, synthesis and evaluation.

Key knowledge and skills taught in this elective will prepare students for VCE Unit 1 & 2: Twentieth Century History

Ancient History (Introduction to VCE Ancient History)

In this unit, students will be given an introduction into two possible pathways for *VCE History*, which are *VCE Unit 1 & 2: Ancient History* and *VCE Unit 3 & 4: Revolutions*

Students will study two modern revolutions (French, American or Russian) in depth and will discover

- The events and other conditions that contributed to the outbreak of revolution
- The ideas that played a significant role in challenging the existing order
- The role of individuals during the revolution and the effect they had.

Students will study Ancient Egypt and cover the following:

- How physical features influenced the development of the civilisation
- Changes in society and the perspectives of key groups affected by change including the influence of law and religion
- investigating significant beliefs associated with death and funerary customs, for example belief in an afterlife, and practices, for example, burial in tombs and techniques of mummification
- analysing hieroglyphic representations of the Book of the Dead
- generating alternative explanations for the building of the pyramids at Giza
- analysing the causes and effects of the rise and expansion of the Egyptian Empire

Hoons, Guns and Lawyers (Introduction to VCE Legal Studies)

In this unit, students will explore rights and responsibilities in a modern democracy and how these fit within Australia's system of government.

Students examine the wide range of influences on the political choices made by citizens, including the media and social media. Students look beyond Australia's shores to explore the roles, responsibilities and legal obligations Australia has as a member of the global community, including the provision of foreign aid and reaching agreement with other countries on issues such as Human Rights.

The establishment and maintenance of a cohesive society (one that works together to promote the wellbeing of all members) will also be considered, including ways that societies can continue to be cohesive in the face of a variety of challenges.

Students also have an opportunity to gain an introduction to *VCE Unit 1 & 2: Legal Studies*, including the effectiveness of laws, criminal law, civil law and dispute resolution.

English-Languages

Year 10 English has been designed to best prepare students for VCE English. Each Semester will consist of two units of study, with a school-based examination at the end of each semester. The units are mirrored on that of the VCE English and VCE Literature and will focus on the Victorian Curriculum standards of reading and viewing, writing, speaking and listening.

Students will begin the year analysing the purpose and language choices of persuasive texts. Students will identify arguments, perspectives and language techniques and analyse the intended impact that this has on audiences.

Students will complete a text study on the novel '*Night*' (1960) by *Elie Wiesel* about his experience with his father in the Nazi German concentration camps at Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust toward the end of the Second World War.

In addition, students will also study a collection of creative texts centring around the idea of 'A Better World' to learn to craft and adapt creative writing styles. In this unit, students will create a creative folio which will include various samples of writing styles offering different perspectives on the central topic. They will also complete an analytical response responding to the film 'Love, Simon' which explores themes of tolerance and acceptance.

Assessment:

Text Response Essay (novel study)

Text Response Essay (film study)

Creative Writing Folio

Persuasive Oral Presentation

Language Analysis Essay

Pathways:

English is a compulsory subject for all students in Year 10

English Unit 1 and 2

English Literature Unit 1 and 2

Indonesian (year-long)

The Year 10 Indonesian program for 2023 is rich with cultural and language convention. Students will explore the world of Indonesia by engaging in everyday life experiences and activities through topics such as, Holiday to Indonesia and Celebrations and Ceremonies (wedding, death anniversary, food/cooking). Students also will be introduced to Indonesian traditional and commercial games (Petak umpet, kabadi, sepak takraw and sepak bola), Batik art and weaving art.

Year 10 Indonesian takes the basic conventions and vocabulary (learned in the previous years) to begin constructing more complex pieces of work, in the form of speaking, reading, listening and writing. Grammatical components are focused on developing the student's abilities further.

Students in year 10 will have more opportunities to go for excursions such as to the Collingwood animal farm, Indonesian consulate in Melbourne, taking part in Sayembara lisan (oral competition) and explore Indonesian food and culture during the main Indonesian festivals at the city.



Mathematics

In Year 10 all students will be required to select one of the following Mathematics pathways options. These options will be based on your preferences for VCE mathematics and the aptitude you have shown for mathematics in Year 9.

Foundation Pathway for students who are wanting to complete Foundation maths, VM numeracy or no mathematics in Years 11 and 12.

General Pathway for students who are wanting to complete General maths, Foundation maths, VM numeracy or no mathematics in year 11 and 12.

Advanced Pathway for students who are wanting to complete Maths Method or Specialist Maths, General maths, Foundation maths, VM numeracy or no mathematics in year 11 and 12.

There will be some movement allowed between the Foundation pathway and the general pathway or the general pathway and the advanced pathway at the end of semester 1.

In semester 1 – all mathematics subjects will follow approximately the same curriculum to cater for change of mind movement between the classes at the end of semester.

Foundation Maths

This unit will lead to Foundation maths or VM Numeracy in yYar 11. It will not provide pre-requisite skills required for General Mathematics, Mathematical Methods or Specialist Mathematics in Year 11.

Topics include:

- Measurement
- Number skills
- Financial maths
- Probability
- Algebra

General Mathematics

This unit will lead to General Mathematics, Foundation Mathematics or VM numeracy in Year 11. It will not provide pre-requisite skills required for Mathematical Methods or Specialist Mathematics in Year 11.

Topics include:

- Algebra and Geometry
- Indices and Linear graphs
- Statistics and Consumer Maths

Advanced General Maths (Intro to Mathematical Methods)

This is the course of study you **must** do if you would like to do Mathematical Methods or Specialist math in year 11. You can still do any other math in year 11 by doing this course.

Topics include:

- Polynomials and Linear algebra and graphs
- Surds and indices and Quadratic equations
- Parabolas and Exponentials, logarithms and other graphs
- Other topics as covered in general math

Assessment: Mathematics will include an assessment of classwork as well as tests, worksheets and investigative or application tasks. There will also an exam at the end of each semester.

There is a requirement of a textbook, workbook and calculator at each level.

Science

Introduction to VCE Biology

Students will explore a range of biological topics to develop their scientific knowledge, understanding and skills to undertake the challenges of Year 11 Biology. These include:

Genetics:

Distinguish between DNA, genes and chromosomes, and how DNA codes for you!

Explore how your cells grow, and what goes wrong in this process to produce cancer cells.

Use karyograms to identify chromosomal abnormalities that cause various conditions, such as Down, Klinefelter or Patau syndromes.

Examine how genetic mutations can help or hinder.

Investigate genetic traits and further their understanding of how these are passed on through generations of offspring.

Explain how and why genes are tested, and can be manipulated to produce new traits.

Explore issues and ethics relating to cloning, designer babies, genetic testing and genetic modification

Evolution:

Explore the evolutionary process of living things over time using fossil, DNA and protein evidence.

Investigate scientific theories of evolution, including natural selection

Identify how humans have artificially selected for desirable traits in the animals and food we have today.

Investigate scientific evidence for the evolution of you, *Homo sapiens* ('wise man')!

Explore how events, past and present, have resulted and continue to cause evolutionary change, such as global warming, industrial by-products, and Chicxulub, the asteroid that wiped out the dinosaurs.

Introduction to VCE Chemistry

Students will further develop and extend their knowledge of Chemistry, exploring the periodic table and chemical reactions. They will:

Undertake a range of theoretical work and practical investigations to develop scientific knowledge and skills.

Explore the periodic table to identify how the structure of an atom determines its properties.

Investigate the bonding of metals and non-metals to form compounds.

Learn how to balance chemical equations.

Explore and experiment with various chemical reactions, including decomposition, synthesis, acidic and combustion reactions.

Investigate how catalysts, temperature, concentration, surface area and stirring affect rates of reaction.

Introduction to VCE Environmental Science

Environmental Science will challenge students to think about the world they live in, and the environment around them. Students will discuss ecosystems, habitats, flora and fauna, climate change, human impact and the challenges faced by the current generation and future generations. Students will be extending their scientific knowledge in a variety of specialised areas of science through discussion, research and practical's.

This subject previews VCE Environmental Science Units and covers:

Ecology

Ecosystems: what are they and how they shape our environment

Habitats: what are they, what lives in them, significance to lifecycle

Global systems: carbon cycle, nitrogen cycle, phosphorus cycle, water cycle

Biotic and abiotic systems

Geology: Components of Earth

Human impact on the environment: including the greenhouse effect

Climate change: fake or real?

Develop a range of scientific skills from investigations to reporting

Introduction to VCE Physics

Students will investigate how forces affect the way things move by undertaking various practicals to demonstrate these physics-based principals. They will:

Undertake investigations to explore how force produces motion.

Use experimentation to investigate Newton's three laws of motion and how they affect our lives from playing sport, to space voyage.

Explore speed, velocity and acceleration through investigations

Investigate how energy and forces work together in everyday situations, including roller coasters, car design and gymnastics.

Develop scientific literacy and numeracy skills applicable to everyday life.

Introduction to VCE Psychology

Introduction to VCE Psychology will challenge students to explore the world of psychology, and the impact that physical and mental trauma can have on our thinking processes. Students will:

Develop an understanding of the structures of the brain, their roles within the body and how they interrelate.

Understand that the brain is divided into separate lobes and each controls particular aspects of our everyday functioning, including memory, personality and perception.

Recognize the importance of advances in technology in the understanding of the brain and its functions.

Explore fields of Psychology, including the role of Forensic Psychologists.

Explore mental health and mental illness.



Technology

Food Studies - Food Around the World

Prerequisite- *Completing any Food Studies subject in Year 9 and achieving a GPA above 3.0 in that subject.*

Food Around the World takes students through the history of cuisine from all around the world, including Australia's. The course allows students to sample and create foods from each continent and make connections between geographical location and cuisine. Students also learn about a range of tools and equipment and the flavours that we are familiar with in today's diverse Australian cuisine. Students will follow a timeline of significant cultural influences including major immigration dates, the ingredients and flavours of introduced cultures, and significant changes that cuisine from each country has provided. Assessments for this subject are a combination of both theory and practical tasks. Students should choose

Introduction to Hospitality

Prerequisite- *Completing any Food Studies subject in Year 9 and achieving a GPA above 3.0 in that subject.*

An introduction to the hospitality industry will give students the opportunity to begin developing the range of skills and knowledge required to gain employment in a variety of hospitality settings. Students will be able to experience "front of house" as they open and run the WSC Café on the Green. Serving customers, gaining a Baristas license and taking orders will ensure that they are well equipped with on-the-job training and experience to start looking for part time employment. Students will also experience "back of house" by preparing, cooking, and plating food for service in the WSC Café on the Green. Students are required to use personal protective equipment and wear school approved footwear for all practical classes in this subject. This subject is a good choice if VET Hospitality is the preferred pathway.

Product Design and Technology – Textiles and Design

Prerequisite- *Completing any Textiles-based subject in Year 9 and achieving a GPA above 3.0 in that subject*

Year 10 *Textiles and Design* Semester 1, students will explore more textile related crafts to further broaden their understanding of the textile industry. Students will explore different dyeing techniques to *Year 9 Textiles 1* and create a patterned fabric that they will sew into quirky Hawaiian shirt or shorts. Students will learn how to read and assemble patterns and use the sewing machine to a more advanced level. Students will explore knitted construction of textiles by exploring knitting and crochet techniques and apply this to create a granny square pillow or lap throw. Students will learn key skills to create homewares such as a shag rug or plant hanger through the techniques as latch hooking and macramé.

Semester 2, *Textiles and Design* students will be learning designing and creating an extravagant neck or head piece based on theatre production design and high fashion styles and techniques. This piece they will be creating these products based on thorough research of High Fashion Designers and Theatrical Productions. Students also learn how to create fashion illustrations for various situations using pencil, watercolour and Copic Markers. Students learn about the history of Fashion and the influences it has had on the fashion industry for preparation into VCE Product Design and Technology: Textiles.

At all stages, students are encouraged to make their work their own by creating their own brand and maintaining a design folio of ideas and research. Students are required to use personal protective equipment and wear school approved footwear for all practical classes in this subject.

Textiles and Design is an enjoyable subject for all genders and the students will gain valuable experiences which will provide insights into the following careers:

Fashion Consultant	Clothing/textile technologist
Fashion Designer	Interior and spatial Designer
Fashion Merchandiser	Textile Designer
Fashion Model	Printmaker
Jewellery Designer	Product Design Theatrical Costume
Pattern Maker	Textile Manufacturing
Shoe Designer	Retailing

Product Design and Technology – Wood/ Metal

Prerequisite- *Completing any Product Design and Technology subject in Year 9 and achieving a GPA above 3.0 in that subject*

Year 10 Product Design-Wood expands on the skills and knowledge that students have learnt in Years 8 and 9 Product Design- Wood. Through using the Product Design process, students will create products based off design briefs that are either student-created, or suggested by the teacher.

This is a folio-based subject, with a mix between hands-on practical tasks and theory-based research and development.

Applied Computing

Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.