



THOMAS CARR
COLLEGE
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YEAR 10 CURRICULUM INFORMATION



INTRODUCTION

Thomas Carr College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. Entering the Senior School at Thomas Carr College is a significant transition for our students. This document provides information for students who are entering the Senior School at Year 10, subjects from which students will choose, VCE and VET offerings and important contact information. Comprehensive curriculum pathways are available on our College website and through SIMON.

In 2017, Thomas Carr College would be offering students the opportunity to apply to be a part of the PreCAL program. This program offers an alternative to mainstream core classes, for students interested in pathways like VCAL and going into the work place after Year 10. Further information about this program is outlined in the VCAL VET handbook, along with how to apply.

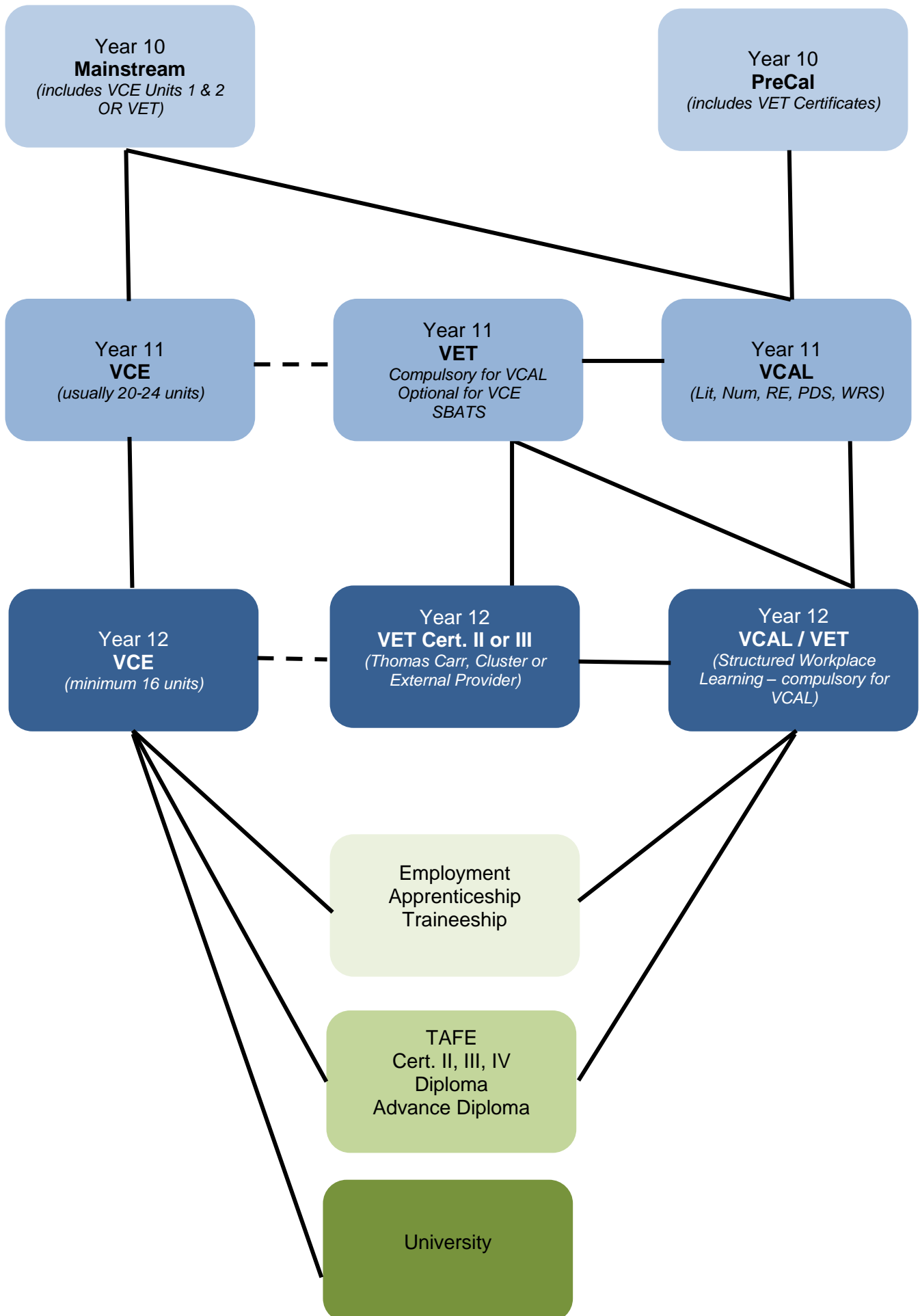
Thomas Carr College offers a range of student pathways. At the senior school level, the pathways include the Victorian Certificate of Education (VCE), which, in 2017, will also include an option for students who do not require an ATAR score, Victorian Certificate of Applied Learning (VCAL), as well as Vocational Education and Training (VET) programs. In 2017, the Thomas Carr College Trade Training Centre will offer VET certificate courses in Carpentry, Bricklaying and Furniture Making. Thomas Carr College will be part of the Wyndham VET cluster of schools offering a range of VET certificates for students in the cluster, a complete list can be found in the VCAL VET handbook.

Student success is often dependent upon good organisational skills and a healthy balance between the demands of the Senior School and life beyond the school. In 2017, Year 10 students will study either a VCE or VET subject (conditions apply to VET applications). An Advanced Study will allow students to complete six VCE units of study enhancing their ATAR (Australian Tertiary Admission Rank) at the completion of Year 12. This exciting development encourages students to choose from a variety of electives as well as begin a VCE subject pathway in an interest area. For a number of students for whom a vocational pathway is more appropriate, the College offers an alternative to the Advanced Study – the Learning Support Study. Students will be able to select this study which currently offers a Certificate 1 in Employment Pathways.

Students will be introduced to the selection process at an information assembly in early Term Three. A parent information night will occur early in term three. Students are encouraged to think of the subjects that they would like to continue into Years 11 and 12. This may help the student make appropriate selections of subjects at Year 10.

Each year, every effort is made to meet the subject selection preferences for the maximum number of students. Some of the options listed may not be offered due to insufficient student demand. Individual students cannot always be guaranteed of their first preference.

PATHWAYS



COURSE OF STUDY

There are two pathways available. **Mainstream** is for those student who wish to continue onto VCE or VCAL. Students study a range of compulsory and elective subjects as well as one VCE or VET subject.

OR

PreCal for those students who wish to continue onto VCAL only. Students study a range of compulsory and elective subjects as well as one VET subject.

Subject descriptions of compulsory, elective and VCE subjects are listed below. Information regarding VET certificate courses can be obtained from the VET/VCAL Co-ordinator and the Careers Office.

MAINSTREAM COMPULSORY SUBJECTS

All Year 10 students are required to study the following subjects for the entire year.

- Religious Education
- Pastoral Care
- English
- Mathematics
- Science – at least one semester
- Humanities – at least one semester
- Physical Education
- VCE OR VET study

MAINSTREAM VCE UNITS 1 & 2 OR VET

Students can choose either a full year VCE subject OR a full year VET subject.

VCE TECHNOLOGY	VCE SCIENCE / HaPE	VCE HUMANITIES
Computing (Information Technology)	Psychology	Legal Studies
	Health & Human Development	Business Management
	Biology	History

VET	LOCATION
VET Certificate 1 in Employment Pathways	Thomas Carr College <i>*No fee applies</i>
VET Other <i>*Additional VET courses are available please see the VCAL VET Handbook</i>	

Additional VET courses are available through the Cluster, please see the VCAL VET Handbook for more information. All VET subjects incur a fee. A \$200 deposit is required with a VET application.

At Thomas Carr College, we appreciate that not all students wish to pursue an academic senior school program. We will be offering a **VET Certificate 1 in Employment Pathways** for students who are already connected to the Learning Support Centre, have been recommended for the Learning Support Study or desire to pursue a vocational pathway in the Senior School. Students will need to speak with the Student Support Team Leader and have their application signed to be accepted into this program.

MAINSTREAM COMPULSORY HUMANITIES

All Year 10 students must complete at least ONE semester subject of Humanities. The choices are:

- History: World War II
- History: American Revolution
- Commerce: Business and Economics
- Commerce: Accounting and Legal Studies
- Geography: Demographics and Population
- Small Business
- STS Enrichment (Student Support)

MAINSTREAM COMPULSORY SCIENCE

All Year 10 students must complete at least ONE semester subject of Science. The three Science subjects are:

- Biological and Chemical Science (*if you are considering Sciences at VCE – select both Biological and Chemical **AND** Physical and Space Science*)
- Physical and Space Science (*have a strong Maths component*)
- Forensic Psychology (*if you do not wish to continue with Sciences at VCE*)

Biological and Chemical Science

What will I learn about?

- Genetics – DNA, chromosomes, genetic disorders, mitosis
- Evolution – adaptations, natural selection, patterns of evolution
- Chemistry – periodic table, chemical reactions

You could choose this science subject if you:

- Are interested in biology and chemistry
- Enjoy science and do well in Year 9 Science
- Are considering studying science at Year 11 and 12 including Biology and Chemistry

Physical and Space Science

What will I learn about?

- The Universe – From Big Bang to our galaxy and planets
- Motion – how things move
- Structures – how buildings are made, building a model bridge

You could choose this science subject if you:

- Are interested in physics
- Enjoy science and do well in Year 9 Science
- Enjoy maths and do well in Year 9 Maths
- Are considering studying science at Year 11 and 12 including Physics

Forensic Psychology

What will I learn about?

- Psychology – behaviour, intelligence, memory, the brain
- Forensics – techniques, testing

You could choose this science subject if you:

- Are interested in psychology or forensics
- Are not intending to carry on with science subjects at Year 11 and 12 such as Chemistry, Biology or Physics

PRECAL COMPULSORY SUBJECTS

All Year 10 students are required to study the following subjects for the entire year.

- Religious Education
- Pastoral Care
- Literacy
- Numeracy
- Science – at least one semester
- Humanities – at least one semester
- Physical Education
- VET study

PRECAL VET

Students can choose from the following:

VET	LOCATION
VET Certificate 1 in Employment Pathways	Thomas Carr College <i>*No fee applies</i>
VET Other <i>*Additional VET courses are available please see the VCAL VET Handbook</i>	

Additional VET courses are available through the Cluster, please see the VCAL VET Handbook for more information. All VET subjects incur a fee. A \$200 deposit is required with a VET application.

At Thomas Carr College, we appreciate that not all students wish to pursue an academic senior school program. We will be offering a **VET Certificate I in Employment Pathways** for students who are already connected to the Learning Support Centre, have been recommended for the Learning Support Study or desire to pursue a vocational pathway in the Senior School. Students will need to speak with the Student Support Team Leader and have their application signed to be accepted into this program.

PRECAL COMPULSORY HUMANITIES

All Year 10 students must complete at least ONE semester subject of Humanities. The choices are:

- History: World War II
- History: American Revolution
- Commerce: Business and Economics
- Commerce: Accounting and Legal Studies
- Geography: Demographics and Population
- Small Business
- STS Enrichment (Student Support)

PRECAL COMPULSORY SCIENCE

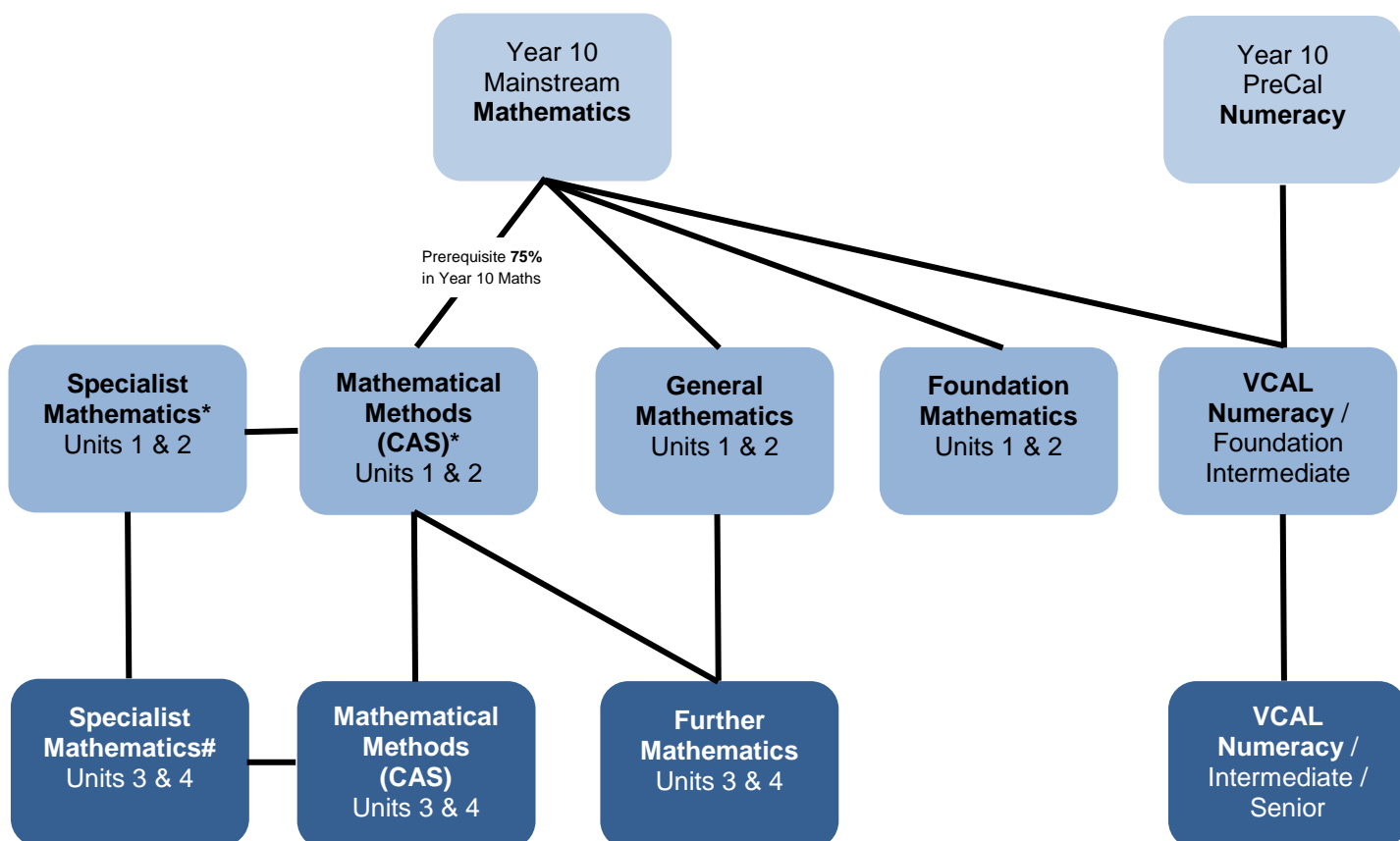
All Year 10 students must complete at least ONE semester subject of Science. The three Science subjects are:

- Biological and Chemical Science (*if you are considering Sciences at VCE – select both Biological and Chemical **AND** Physical and Space Science*)
- Physical and Space Science (*have a strong Maths component*)
- Forensic Psychology (*if you do not wish to continue with Sciences at VCE*)

**Please note additional information on p. 5 for Science*

MATHEMATICS PATHWAYS

The following diagram shows the pathways of your mathematical choices from Years 10 through to VCE. It is very important that you talk to your Maths teacher in order to make choices with which you are comfortable and with which you can be challenged to be successful. If you wish to study Mathematical Methods (CAS) Units 1/2 at Year 11, you must achieve an average of at least 70% in your Year 10 Maths assessment and exams. If you wish to study Specialist Maths at Year 12, it is highly recommended that you choose General Mathematics (Advanced) Units 1/2 and Mathematical Methods (CAS) Units 1/2 at Year 11.



*Specialist Mathematics Units 1 & 2 **must** be studied with Mathematical Methods (CAS) Units 1 & 2 before advancing to Specialist Mathematics Units 3 & 4

#Specialist Mathematics Units 3 & 4 **must** be studied with Mathematical Methods Units 3 & 4

ELECTIVES

Elective subjects at Year 10 are semester based. Students can select 4 electives from any of the Science, Humanities, Arts, Technology and HaPE subjects. If you want to do 2 Science subjects and 2 Humanities subjects, students should make sure that their elective preferences are different to their compulsory electives.

Languages (Full year if you wish to continue into VCE)

A student who continues with Japanese, Indonesian or Italian and wishes to study a language at VCE will need to select the language for the entire year. This will count as **two** of the student's **four** elective choices. The other two choices may be made from **ANY** of the elective offerings.

Arts (Semester based)

- Art 2D
- Art 3D
- Drama
- Media: Concepts
- Music: Solo Performance
- Music: Arranging and Composing
- VCD: Product Design
- VCD: Space and Architecture
- Studio Arts: Analogue Photography
- Studio Arts: Digital Photography

Technology (Semester based)

- Food Technology: Food of the Pacific Rim
- Food Technology: Healthy Fast Food
- Information Technology: Computer Purchasing and Spread sheets
- Information Technology: Websites and Databases
- Information Technology: 2D Game Design
- Textiles: Corset Couture
- Textiles: The Sixties Shift Dress
- Wood Technology: Wood Joints and Power Tools

HaPE (Semester based)

- Human Movement: The Human Body
- Human Movement: Energy Systems, Training Principles and Methods
- Health and Human Development: Social Health
- Health and Human Development: National Health Promotion

EXAMPLE STUDY COURSES

Student A

Semester 1		Semester 2	
Year 10 Mainstream Compulsory (Year-long)	No. of periods	Year 10 Mainstream Compulsory (Year-long)	No. of periods
Religious Education	5	Religious Education	5
Pastoral Care	1	Pastoral Care	1
English	8	English	8
Mathematics	8	Mathematics	8
Physical Education	2	Physical Education	2
Year 10 Mainstream Compulsory (Semester)		Year 10 Mainstream Compulsory (Semester)	
History: World War II	8	Science: Physical & Space	8
VCE or VET		VCE or VET	
VCE History	8	VCE History	8
Electives (2 each semester)		Electives (2 each semester)	
Food Technology: Healthy Fast Food	8	Food Technology: Food of the Pacific Rim	8
Art: 2D	8	Wood Technology: Designing process and timber logging	8
ACS	4	ACS	4
Total number of periods	60	Total number of periods	60

Student B (choose to continue a Language)

Semester 1		Semester 2	
Year 10 Mainstream Compulsory (Year-long)	No. of periods	Year 10 Mainstream Compulsory (Year-long)	No. of periods
Religious Education	5	Religious Education	5
Pastoral Care	1	Pastoral Care	1
English	8	English	8
Mathematics	8	Mathematics	8
Physical Education	2	Physical Education	2
Year 10 Mainstream Compulsory (Semester)		Year 10 Mainstream Compulsory (Semester)	
History: World War II	8	Science: Physical & Space	8
VCE or VET		VCE or VET	
VCE Biology	8	VCE Biology	8
Electives (2 each semester)		Electives (2 each semester)	
Languages	8	Languages	8
Art: 2D	8	Wood Technology: Designing process and timber logging	8
ACS	4	ACS	4
Total number of periods	60	Total number of periods	60

Student C (choosing more than one Humanities and more than one Science)

Semester 1		Semester 2	
Year 10 Mainstream Compulsory (Year-long)	No. of periods	Year 10 Mainstream Compulsory (Year-long)	No. of periods
Religious Education	5	Religious Education	5
Pastoral Care	1	Pastoral Care	1
English	8	English	8
Mathematics	8	Mathematics	8
Physical Education	2	Physical Education	2
Year 10 Mainstream Compulsory (Semester)		Year 10 Mainstream Compulsory (Semester)	
Commerce: Business & Economics	8	Science: Biological & Chemical	8
VCE or VET		VCE or VET	
Psychology	8	Psychology	8
Electives (2 each semester)		Electives (2 each semester)	
Food Technology: Healthy Fast Food	8	Science: Physical & Space	8
Geography: Human & Natural Habitats	8	Wood Technology: Designing process and timber logging	8
ACS	4	ACS	4
Total number of periods	60	Total number of periods	60

Sample student D (choosing PreCAL)

Semester 1		Semester 2	
Year 10 Mainstream Compulsory (Year-long)	No. of periods	Year 10 Mainstream Compulsory (Year-long)	No. of periods
Religious Education	5	Religious Education	5
Pastoral Care	1	Pastoral Care	1
Literacy	8	Literacy	8
Numeracy	8	Numeracy	8
Physical Education	2	Physical Education	2
Year 10 Mainstream Compulsory (Semester)		Year 10 Mainstream Compulsory (Semester)	
Demographics & Population	8	Science: Forensics	8
VET		VET	
Music Technology	8	Music Technology	8
Electives (2 each semester)		Electives (2 each semester)	
Food Technology: Healthy Fast Food	8	Food Technology: Food of the Pacific Rim	8
Music: Arranging & Composing	8	Information Technology: Computer purchasing & Spreadsheets	8
ACS	4	ACS	4
Total number of periods	60	Total number of periods	60

MAINSTREAM COMPULSORY CURRICULUM INFORMATION

Religious Education

Rationale:	The world is the primary context and place of God's self-disclosure to all of humanity. It is in the lived reality of our daily lives that we are called to experience God as Creator, Jesus as Saviour and the Holy Spirit as Guide. The Catholic school is part of the world and part of the community of the Church and invites all the members of the school community to search for God in the world and to live a life framed by the life and words of Jesus
Learning Focus:	In Year 10, students apply Gospel themes to a variety of modern day situations. This is done by identifying the main elements of Mark's Gospel portrayal of Jesus. Students learn to appreciate the relevance of the teachings of Jesus to their lives. Students focus on the personal moral decision-making that can be nurtured by a well-informed conscience and through the guidance of the Catholic teachings. They learn that healthy relationships are built on respect, moral maturity and that these moral decisions are complex, thus the need for growth in moral character. Students then move on to appreciate the relevance of a theme or historical period to the life and mission of the Church today by demonstrating knowledge of the key aspects of an important theme or period within Church history. They learn to pose questions, research and communicate information about those key aspects. Students conclude the course by analysing elements of the Eucharist and its place as the central focus of worship for Catholics. They describe the development, structure and significance of the Eucharist.
Outcomes / Assessment:	The primary purpose of assessment is to assist in better teaching and learning. Assessment of student achievement across all the content strands (Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacraments, Morality and Justice) is an essential component of the educational nature of Secondary Religious Education. Students will have 1 x formative Assessment Task and 1 x Summative Unit Test at the end of Term 1 and Term 3. During Term 2 and Term 4 students will complete 1 x formative Assessment Task and 1 x End of Semester Examination.
Pathways:	Students continue to study Religious Education in VCE by electing to undertake one of the areas of study: Religion in Society Unit 1 & 2; Religion and Society Unit 3 & 4.

English

Rationale:	The study of English is central to the learning and development of all young Australians, it helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them be ethical, thoughtful, informed and active members of society. In this light, it is clear that English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.
Learning Focus:	In Year Ten, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students create and engage with a variety of texts for enjoyment. The primary purpose of these texts is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, short stories, dramatic performances and multimodal texts with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media and the differences between media texts. Students will study texts from a range of genres that involve challenging plot sequences and hybrid structures. These texts explore themes of human experience, ethical and global dilemmas within real-world and fictional settings from multiple perspectives. In Year Ten, students will use a higher proportion of unfamiliar, technical and figurative language.
Outcomes / Assessment:	In Year Ten, students complete a variety of in-class and out-of-class assessments including: <ul style="list-style-type: none"> ▪ writing genres and essay production ▪ reading responses ▪ oral presentations ▪ semester examinations
Pathways:	Students continue with English throughout the Senior School. The study of the subject English is regarded as a priority throughout secondary schooling and is compulsory at every level. At the VCE, students can select English or English Literature.

Mathematics

Rationale:	Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.
Learning Focus:	In Year 10 Mathematics, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.
Outcomes / Assessment:	Students will be assessed using School Assessed Coursework covering the following areas: <ul style="list-style-type: none"> ▪ Topic Tests ▪ Problem solving and extended investigation tasks. ▪ Semester examinations
Pathways:	At the successful completion of Year 10 Maths students can choose between a number of different VCE Maths subjects. If students wish to study Mathematical Methods (CAS) Units 1 & 2 at Year 11, they must achieve an average of at least 75% in their Year 10 Maths assessment and exams.

Health & Physical Education

Rationale:	Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society students.
Learning Focus:	In Health, students consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual and personal safety. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn and practise tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. Students also learn defensive tactics and strategies and how to protect themselves if attacked. Students also cover community sports which can be played by people of any age or ability and also fitness components.
Outcomes / Assessment:	Students studying Year 10 Health and Physical Education will complete the following assessments: <ul style="list-style-type: none"> ▪ Working in teams ▪ Practical observations ▪ Web space design ▪ Written reports ▪ Research assignments
Pathways:	After successfully completing Year 10 Health and Physical Education students may elect to undertake one or both of the VCE subjects Health and Human Development or Physical Education.

PRECAL COMPULSORY CURRICULUM INFORMATION

Religious Education

Rationale:	Students complete Year 10 Religious Education in order to develop a greater understanding of the history and teachings of the Church. Throughout the course of the year, students will investigate and discuss the different sides to various topics.
Learning Focus:	<p>Semester One</p> <p>Eucharist- what is the history of the Eucharist, how has the way it is celebrated changed over time?</p> <p>Mark's Gospel- what are the teachings of Mark's gospel, how does it compare to other Gospels and why is it different?</p> <p>Church History- What has shaped the Church since beginnings in early Christianity, what influences caused change and dissent? How are the various Christian and Catholic faiths connected?</p> <p>Semester Two</p> <p>Healthy relationships and the value of the human person. With a focus on what are the controlling forces in people's lives. How do spiritual forces get taken into account? What roles do community, media, popular culture and government have in shaping our self-esteem and our core worth, our relationship with others and how we value the human person? How do these ideas link back to Christian ideals and ideas?</p>
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Group tasks ▪ Portfolio of activities ▪ Projects ▪ Discussions
Pathways:	Students continue to study Religious Education in VCAL Religion.

Literacy

Rationale:	PreCAL Literacy will use an inquiry based learning approach to develop skills in reading, writing, comprehension and oral language. It is designed to give students to develop literacy skills that will help them in and out of the classroom.
Learning Focus:	<p>In Literacy students will work on developing their communication skills with individuals, groups and community members in a range of face-to-face and online/virtual environments. Students will create and engage with a variety of texts for enjoyment. The primary purpose of these texts is to develop an understanding of the ideas the author is trying address and well as to gain an understanding of how language is used to inform and persuade. These texts will include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, short stories and issues.</p> <p>Students will use the inquiry based learning to pose questions to focus their learning, investigate to deepen their understanding, create assessments, discuss their findings with peers and reflect on their own learning.</p>
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Oral Language ▪ Class discussions ▪ Group projects ▪ Portfolio of work ▪ Presentations
Pathways:	VCAL Literacy

Numeracy	
Rationale:	Numeracy will focus on developing skills in mathematical theory as well as applied Mathematics. Students will use a variety of hands on and integrated approaches to learn about different areas in Mathematics that will assist them in the world outside of school and in the work place. They will develop group projects that demonstrate their understanding in different mathematical concepts, as well as individual activities.
Learning Focus:	<p>Mathematic: the basics</p> <ul style="list-style-type: none"> ▪ Measurement, conversion, factions, statistical analysis, probability, maths without calculators <p>Mathematics in the real world</p> <ul style="list-style-type: none"> ▪ Location numeracy ▪ Time ▪ Measuring <p>Mathematics and money</p> <ul style="list-style-type: none"> ▪ Students will develop understanding of tax, interest, banking, exchange rates, saving <p>Mathematics in vocational settings</p> <ul style="list-style-type: none"> ▪ Students investigate types of mathematics used in different industries including medicine, building and construction, electrical, sports and more ▪ Students will apply their understanding in hands on scenarios
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Design, Measurement, data, money and time, location, numerical information, probably and statistics ▪ Portfolio of activities, practical activities, tests, group projects, investigations and problem solving
Pathways:	PreCAL Numeracy pathways include Vocational Mathematics as well as VCAL Numeracy

Health & Physical Education	
Rationale:	Health and Physical Education teaches students how to enhance their own and others' lives through improving health, wellbeing and physical activity participation in variety of contexts. It offers students curriculum that is contemporary, relevant, challenging, enjoyable, and physically demanding.
Learning Focus:	<ul style="list-style-type: none"> ▪ Health benefits of physical activity ▪ Food and nutrition ▪ Alternate Sports ▪ Relationships and sexuality ▪ Safety ▪ Challenge and adventure activities
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Planning and physical activity excursion ▪ MasterChef competition ▪ Community Service announcement ▪ SEPEP sports competition.
Pathways:	Personal trainer, Nursing, Chef, Dietician, Group exercise instructor, Strength and conditioning coach, Fitness Centre manager, Health promotion specialist, Fitness specialist, Physical education teacher, Sport instructor, Coach, Sport official, Sport psychologist, Sport administrator, Sport marketer, Sport event manager, Sport journalist, Sport dietitian

ELECTIVES

Commerce: Business & Economics

Rationale:	The study of Commerce encompasses four key areas of study, business, economics, accounting and legal studies. In this study, students focus on Business Management and Economic aspects. They explore what it means to be an ethical producer and the role of values in economic decision making of producers and consumers. They examine ways political and financial systems impact on economic activity and the welfare of citizens.
Learning Focus:	Students develop an understanding for the important role played by business in the economy, the importance of entrepreneurship, planning required to begin and operate a business as well as the factors affecting the success of business enterprises. Students develop confidence in their ability to identify economic problems, alternatives, costs, and benefits; analyse the incentives at work in economic situations; examine the consequences of changes in economic conditions and public policies; collect and organise economic evidence; and weigh costs against benefits. They are progressively more independent learners and able to systematically plan their own investigations and use the skills of posing questions, testing hypotheses, collecting data, analysis, synthesis, critical thinking, decision making and forming conclusions supported by evidence.
Outcomes / Assessment:	Students studying Commerce: Business and Economics will be expected to: <ul style="list-style-type: none">▪ Develop a detailed business plan involving the financial, marketing and strategies which will assist in ensuring maximum chances for a successful business venture.▪ Analyse, interpret, explain and evaluate economic data and apply economic and market principles to real world scenarios at both a local and global level, focusing on the economic equations and the role they play.
Pathways:	Students can continue to study either Business Management or Economics at VCE level by electing to undertake studies in the respective subjects.

Commerce: Accounting & Legal Studies

Rationale:	The study of Commerce encompasses four key areas of study, business, economics, accounting and legal studies. In this study, the main topics are Accounting and Legal Studies. The course focuses on the importance of recording accurately financial information according to conventions. It also includes elements of Australia's government system, the role of citizenship, types of law and characteristics of effective laws.
Learning Focus:	During the Accounting focus, students develop an understanding of the important role financial records play in business, the purposes, and the common conventions to follow for recording this information for a wide range of purposes. Students work with balance sheets, different expenses and revenues, transactions, their effects and the correct means by which these are recorded. Students develop an understanding of the different accounting statements such as cash flow and bank statements and the effects of creditors and debtors. In the Legal Studies focus, students learn about Australian governance and citizenship. Specifically, they cover Australian citizenship, how we vote, the history and structure of our three levels of government, and the function and characteristics of effective law in Australia. Students look at police powers and individual rights in Australia; work with different types of criminal statistics and the process of law making through parliament.
Outcomes / Assessment:	Students studying Commerce: Accounting and Legal Studies will be expected to: <ul style="list-style-type: none">▪ Develop a folio of different balance sheets and financial statements which conform to the specific conventions of recording financial information.▪ Analyse the effectiveness of the Australian legal system, discussing strengths and weaknesses of the Australian parliamentary structure.▪ Evaluate the effectiveness of the legislative process at both Federal and State level and the related strengths and weaknesses of this process of law making.
Pathways:	Students can continue to study either Accounting or Legal Studies at VCE level by electing to undertake studies in the respective subjects.

History: World War II

Rationale:	History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.
Learning Focus:	Students examine the impact of Fascism in Germany and how anti-Semitism is historically continuous. Reflection on the importance the role and use of propaganda was in Germany, the Jewish Holocaust (including death camps, medical experimentation and enterprise) will also be studied. Furthermore, the differences between communism and capitalism, and the occurrences throughout the Cold War will be investigated. Following this the development of the United Nations, the Universal Declaration of Human Rights, and the Civil Rights movement in the United States of America and Australia (Referendum, Reconciliation, Apology Methods and Declaration on the Rights of Indigenous Peoples) will be revised.
Outcomes / Assessment:	Students studying History: World War II will be expected to: <ul style="list-style-type: none">▪ Analyse and describe the multiple causes for the outbreak of World War II and how ideology and propaganda played an integral part the justifications for war.▪ Identify the key differences between Communism and Capitalism which instigated the Cold War.▪ Explore the role of the Civil Rights movement and the gathering momentum which impacted on the Australian Indigenous Peoples through▪ Referendum and Reconciliation.
Pathways:	Students can continue to study History in the VCE by electing to undertake studies in History Unit 1 & 2.

History: American Revolution

Rationale:	History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.
Learning Focus:	Students in this subject will look at the formation of America as a nation, major events such as the French and Indian war and the management of the colonies by the British. The roles of Individuals in the Revolution and how they brought about change. You will also study the treatment of the Indians and African Americans. You will study the impact of major events such as the Boston Massacre in Americas struggle for independence.
Outcomes / Assessment:	Students studying History: American Revolutions will be expected to: <ul style="list-style-type: none">▪ Complete research based assessments that will require you to explore and expand on written and visual sources and make judgments and evaluations of the quality of sources in understanding History.▪ Identify and justify the reasoning and causes which influenced the Revolution.▪ Discuss, explain and analyse the impact and role that individuals and major events had on formation of the American nation.▪ You will also be required to complete an Examination for this subject.
Pathways:	Students can continue to study History in the VCE by electing to undertake studies in History Unit 1 & 2.

Geography: Demographics & Population	
Rationale:	Geography is the study of physical and human environments from a spatial perspective, which provides the knowledge and skills to describe places on the surface of the Earth analysing and providing explanations from a spatial perspective of human and physical phenomena. Geographers use a number of spatial concepts such as location/distribution, and scale as tools to help them to investigate and explain patterns on the surface of the Earth and the processes that created them.
Learning Focus:	Students investigate the relationship between human habitation and natural resource use. They investigate the changing demographics in Wyndham, Victoria and Australia, overpopulation in the Asia-Pacific and a number of issues for the Millennium in relation to population issues. Students also investigate the issue of nuclear energy. They consider Australia's economic imperative to sell uranium, the economic cost/benefit of mining it, the risk of power plant explosion and a number of issues for the Millennium. Students identify and compare development issues from around the world and ways to measure differences; for example, the relationship between socio-economic status and life expectancy. Students evaluate the operation, interaction and consequences of human activities on major natural systems, including global policy development regarding sustainability and management.
Outcomes / Assessment:	Students studying Geography: Human and Natural Habitats will be expected to: <ul style="list-style-type: none"> ▪ Investigate and evaluate the impact and effectiveness of development-related projects, policies and strategies (such as large-scale water projects, tourism, the use of foreign aid, social reform and population control) on physical and human landscapes, locally, nationally and globally. ▪ Students apply their knowledge and understanding to explain and justify recommendations about local, national and global situations related to development, and their impact on living standards, reflecting on plans of action and past actions, considering the value positions underlying them.
Pathways:	Students can continue to study Geography River Systems or by electing to undertake further develop their literacy skills in Humanities studies at VCE level.

Small Business	
Rationale:	The success of a small business relies on the understanding and knowledge of many skills by the business managers. Business concepts associated with starting a business enterprise, such as entrepreneur, target market and product analysis for example need to be considered as well as the nature and operation of business and its commercial system within Australia and internationally.
Learning Focus:	Students are given an overview of the role small business plays in the Australian economy. Statistics are used to highlight its significance, the areas in which it operates and the extent of small business failure. Students discuss and explain what it means to be an ethical producer. Students investigate a successful entrepreneur and look at the factors that created success. The unit also examines the areas of potential for small business and examples of successful small business. Students evaluate the pros and cons of setting up a business from scratch as opposed to buying one (including franchising). They then complete a business and marketing plan along with an appropriate feasibility study, which then encompasses the practical nature of the subject where students will need to carry out small business functions, such as selling and cash flow analysis.
Outcomes / Assessment:	Students studying Small Business will be expected to: <ul style="list-style-type: none"> ▪ Analyse the key aspects of successful business enterprise establishing the key skills required from the business manager. ▪ Identify and describe the attributes of success entrepreneurs in the economy, their role and how their ventures have remained successful. ▪ Develop the core elements of a small business plan including vital key aspects, for example mission/vision statements, executive summary and marketing plan.
Pathways:	Students can continue to study at VCE level by electing to undertake studies in Business Management Unit 1 & 2.

Science: Biological & Chemical	
Rationale:	Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the un-known, investigating universal mysteries, making predictions and solving problems. Science provides a way of answering interesting and important questions about the biological, physical and technological world, and provides a reliable basis for action in our personal, social and economic lives.
Learning Focus:	In Science, students learn about living things in Biology: the way they have evolved; their adaptations; their modes of inheritance of traits from one generation to the next and; the cell as the basic unit of life. In Chemistry, they learn about the chemical and physical properties of substances, atomic theories and investigate chemical reactions. Students will understand the connection between biology and chemistry when they learn about global systems, including the carbon cycle, which rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Students will explore how current scientific knowledge has developed over time through the actions of many people and how this knowledge, and its application, affects society. Students will develop the following inquiry skills: questioning and predicting; planning and conducting; processing and analysing data and information; evaluating and; communicating.
Outcomes / Assessment:	Students studying Year 10 Science will complete the following assessments: <ul style="list-style-type: none"> ▪ Research Assignments ▪ Topic Tests ▪ Practical Reports ▪ Genetics Debate ▪ Semester Examinations
Pathways:	

Science: Forensic Psychology	
Rationale:	The focus on Science as a Human Endeavour and Scientific Inquiry Skills, involving and including the construction of explanations based on evidence and science knowledge that can be changed as new evidence and developments in technology becomes available. Science influences society by posing and responding to social and ethical questions.
Learning Focus:	Students will explore how science and its applications affect peoples' lives, including their work and how science is influenced by society and can be used to inform and deduce decisions and actions. Students will be using relevant scientific concepts and relationships as one dimension of debating contentious and/or ethically based issues of broad community interest or concern. They will see examples of work of scientists that demonstrate different approaches to developing scientific knowledge or solving a scientific problem. Students will analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies. Looking at developments in science and emerging sciences and technologies that can significantly affect peoples' lives, including generating new career opportunities. This unit investigates the type of issues investigated by psychologists, the development of theories of psychology in a historical context and some tools used by psychologists. It also considers psychological testing, profiling and experimentation. It also investigates the role forensics, forensic science and forensic techniques that can be used to assist criminal investigations.
Outcomes / Assessment:	Students studying Forensic Psychology will complete the following assessments <ul style="list-style-type: none"> ▪ Research Assignments ▪ Topic Tests ▪ Reports on Experiments ▪ Semester Examinations
Pathways:	Students may continue their study in VCE studies in Psychology Units 1 & 2 in Year 11. Students may decide to not continue their science studies in VCE.

Science: Physical & Space

Rationale:	Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the un-known, investigating universal mysteries, making predictions and solving problems. Science provides a way of answering interesting and important questions about the biological, physical and technological world, and provides a reliable basis for action in our personal, social and economic lives.
Learning Focus:	In Physics, students develop an understanding of the nature of forces and motion, matter and energy. The key concepts developed in Space science are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes. Students will explore how current scientific knowledge has developed over time through the actions of many people and how this knowledge and its application affects society. Students will develop the following inquiry skills: questioning and predicting; planning and conducting; processing and analysing data and information; evaluating and; communicating.
Outcomes / Assessment:	Students studying Year 10 Science will complete the following assessments: <ul style="list-style-type: none"> ▪ Research Assignments ▪ Topic Tests ▪ Practical Reports ▪ Semester Examinations
Pathways:	Students can continue to study Science in the VCE by electing to undertake Units in Physics. These subjects are often prerequisite subjects for Science related studies at the tertiary level. Studying Science may also benefit students wishing to undertake the study of Biology and Psychology in the VCE as it enables the student to develop skills in relation to scientific investigation, a component of these studies.

Art: 2D

Rationale:	Students investigate a range of traditional and contemporary arts forms, styles, media, materials, equipment and technologies in Visual Arts. They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements and principles to explore the potential of ideas, gaining inspiration from a broad range of sources. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. Students learn to evaluate their own and other people's artworks showing some understanding of selected arts forms and their particular techniques and processes as well as an emerging understanding of the qualities of arts elements and principles.
Learning Focus:	Throughout Semester One students develop their knowledge of equipment and mediums by completing a set of drawing tasks. They apply the techniques needed to produce their final artworks, incorporating elements of art and principles of composition. This is achieved through completing two developmental folios a folio focusing on drawing and another folio focusing on printmaking. Students also acquire an ability to analyse and interpret the content, structure, characteristics, and the role of art in different cultural contexts. This is achieved through a theoretical assignment where students are required to research modern 2-dimensional art from 1900-1950.
Outcomes / Assessment:	This subject has the following assessment of learning: <ul style="list-style-type: none"> ▪ 'Folio of Artworks' exploring various mediums and techniques ▪ Drawing folio, focusing on composition and tonal rendering ▪ Theoretical assessment tasks
Pathways:	Students can continue to study Art in year 11 (VCE Units 1 & 2).

Art: 3D

Rationale:	Students investigate a range of traditional and contemporary arts forms, styles, media, materials, equipment and technologies in Visual Arts (Three-dimensional Art). They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements and principles to explore the potential of ideas, gaining inspiration from a broad range of sources. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. Students learn to evaluate their own and other people's artworks showing some understanding of selected arts forms and their particular techniques and processes as well as an emerging understanding of the qualities of arts elements and principles.
Learning Focus:	In this unit, students further develop their knowledge of equipment and mediums relevant to three-dimensional art by creating one sculptural multi-media and one ceramic piece. They apply the techniques needed to produce their final artworks, incorporating elements of art and principles of composition (e.g. exploring different textures and forms associated with sculpture). Students also analyse and interpret the content, structure, characteristics and the role of art in different cultural contexts: they achieve this through studying the work of famous Australian and international artists.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Documentation of a range of source material in a visual diary or sketchbook showing independent and/or collaborative planning of visual responses ▪ Trialling of different ways of using a range of traditional and contemporary media, materials, equipment and technologies ▪ Application of the conventions of particular art forms and/or artists' styles in the design and development of their own art works ▪ Refinement of skills through a process of observation and practice in using unfamiliar media, techniques and technologies in three-dimensional art-making ▪ Awareness of aesthetic features of art works from particular historical contexts ▪ Interpretation and analysis for chosen art pieces. ▪ Evaluation of representations of social contexts in a range of traditional and contemporary art works
Pathways:	Students can continue to study Art in year 11 (VCE Units 1 & 2).

Drama

Rationale:	The study of Drama allows students to create and critically explore performances in contemporary and traditional genres. Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.
Learning Focus:	This course focuses on non-naturalistic theatre styles from a range of cultural and historical sources. Students use stimulus material to create and present solo and ensemble performances. These performances explore various themes, issues and ideas, using various non-naturalistic devices and techniques. Students analyse their own work and that of other students. They study non-naturalistic ensemble performance, exploring various styles, conventions and devices. Students use prescribed stimulus material to create and perform a non-naturalistic ensemble performance. They then study various forms of solo performance, such as monodrama, monologue and soliloquy. Students use playmaking techniques such as research, brainstorming, improvisation, scriptwriting and editing to create and present a solo performance drawn from a literary stimulus.
Outcomes / Assessment:	Students of Year 10 Drama will be assessed on the following tasks: <ul style="list-style-type: none"> ▪ Solo performance ▪ Group performance ▪ Written reports ▪ Examinations
Pathways:	Students have the opportunity to complete Units 1 & 2 Drama.

Media: Concepts

Rationale:	The study of Media aims to provide students with the skills to develop and enhance a student's visual language of media forms and texts. Students will begin to understand how the different types of media can shape their conception and understanding of the media. Students will gain an understanding of Media processes and that involve communicating information or ideas. The introduction of media form will refer to the process of transmitting and receiving information through different types of media coverage.
Learning Focus:	Students will gain an understanding of the different types of media coverage through various sources of media forms. They will embark on a journey of research and discovery through analysing films of different genres, understand the processes involved in making and creating short films, and gain valuable knowledge through the means of researching famous historical and contemporary film practices.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Practical Visual Folio ▪ Theoretical Assignments ▪ Short Film
Pathways:	At the conclusion of Year 10 Media students can continue to develop and extend on the basic methods of Media processes by embarking on Year 11 Studio Art. The Year 11 Studio Art course also further explores the use of Digital mediums.

Music: Solo Performance

Rationale:	Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.
Learning Focus:	This course focuses on preparing a solo performance program on the students chosen instrument. The program relies on students selecting and interpreting a wide and varied program with works. The chosen works come from a variety of contrasting genres and musical styles. Performance conventions are focused upon to help shape and give style to their performances. To assist in interpreting works theory lessons in chords, scales, melodic and rhythmic dictation are integral to the subject. It is recommended that all students have a weekly individual lesson their instrument.
Outcomes / Assessment:	Students construct and perform a diverse solo performance program that includes works from a variety of genres and composers with musical pieces appropriate to their chosen audience. Students present a selection of technical work that assist and support their playing of their solo program. A theoretical examination is undertaken that focuses on scales, intervals, chords and melodic and aural recognition.
Pathways:	Students can continue to study Music in the VCE by electing to undertake studies in Music Performance Units 1 and 2 leading to Music Performance 3 and 4. Alternatively or in conjunction, students have the opportunity to study VETis Music Industry.

Music: Arranging & Composing

Rationale:	Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.
Learning Focus:	This course focuses on students arranging an existing musical work/s to a specific brief. This brief outlines the occasion, the instrumentation and the musical style given to the work. The realisation and the performance of the work may be in the solo or ensemble situation. Students also according to a brief compose a song for an event or situation. The composition utilises existing compositions models and modes. The performance of this work is performed to an audience outlined in their brief. Both the arrangement and the composition use ICT and the software Sibelius as an integral part of the process.
Outcomes / Assessment:	Students present to a selected audience a solo or group performance of an arrangement of a popular song they have devised and published. Students also present a solo or group performance of an original composition using a written brief and a traditional musical form as the basis. A theoretical examination is undertaken that focuses on scales, intervals, chords and melodic and aural recognition.
Pathways:	Students can continue to study Music in the VCE by electing to undertake studies in Music Performance Units 1 and 2 leading to Music Performance 3 and 4. Alternatively or in conjunction, students have the opportunity to study VETis Music Industry.

VCD: Product Design

Rationale:	Students investigate a range of contemporary design processes, styles, media, materials, equipment and technologies in VCD. They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements and principles to explore the potential of ideas, gaining inspiration from a broad range of sources. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. Students learn to evaluate their own and other people's designs showing some understanding of selected designers and design forms and their particular techniques and processes as well as an emerging understanding of the qualities of design elements and principles.
Learning Focus:	Students further develop their knowledge of relevant technologies, equipment and mediums to create design. The emphasis will be on product and promotional design: conceptual development of design language. They apply the techniques needed to produce their final designs, incorporating elements of art elements and principles of composition (e.g. exploring different textures and forms in Adobe Illustrator). Students also analyse and interpret the content, structure, characteristics and the role of design in different cultural contexts: they achieve this through studying the work of famous Australian and international designers.
Outcomes / Assessment:	<ul style="list-style-type: none">▪ Practical Design Folio: Exploring product design and promotional material▪ Theoretical Assignment: Design Analysis
Pathways:	Students can continue to study VCD in year 11 (VCE Units 1 & 2).

VCD: Space & Architecture

Rationale:	Students investigate a range of traditional design and drawing processes, styles, media, materials, equipment and technologies in VCD. They learn ways of constructing designs through paraline drawing techniques. With some guidance, they keep a record of their planning and development (for example, in a visual diary or multimedia journal) documenting their progress towards achieving their aim. Students learn to self-evaluate and appraise other people's designs showing some appraisal of selected designers and design forms and their particular techniques and processes as well as an emerging understanding of the qualities of design elements and principles.
Learning Focus:	Students consolidate their knowledge of pertinent technologies, equipment and mediums to construct design. The emphasis will be on instrumental drawing and interior/architectural design. They apply the techniques needed to produce their final designs, incorporating art elements and principles of composition. Students also analyse and interpret the content, structure, characteristics and the role of design in different cultural contexts: they achieve this through studying the work of famous Australian and international designers.
Outcomes / Assessment:	<ul style="list-style-type: none">▪ Practical Design Folio: Exploring technical drawing systems such as perspective and paraline conventions▪ Theoretical Assignment: Design Analysis
Pathways:	Students can continue to study VCD in year 11 (VCE Units 1 & 2).

Studio Art: Analogue Photography	
Rationale:	The study of Studio Art Photography aims to encourage, develop and enhance a student's deepest thoughts, through the visual language of Photography. Visual perception allows the development of spatial intelligence, a language of communication, which can be interpreted by many different cultures worldwide. Photography allows students to release and document their feelings and ideas via many types of intelligences such as kinaesthetic, intra and interpersonal intelligences.
Learning Focus:	Students are introduced or continue to learn about the features and functions of a manual Single Lens Reflex (SLR) analogue camera. The analogue Photography Semester focuses on further exploring ideas and continuing to experiment with both traditional and creative black & white techniques. This unit is designed to offer revision to those students who have previously undertaken the analogue photography unit in Year 9 Studio. Art as well as an extension to skills and processes already taught during year 9. Specialised black and white darkroom activities are offered and a deeper focus on folio development is a key assessment area. Studio Art aims to develop individuals who are both aware of their environments and its particular aesthetic qualities and the health and safety aspects of handling photographic chemicals. Students study the conservation and preservation of the photographic art form and the display methods involved with this light sensitive art form during exhibitions. Written assessment tasks are also focused on photographic analysis.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Practical Visual Folio. ▪ Theoretical Assignments ▪ End of semester examination
Pathways:	At the conclusion of Year 10 Studio Art students can continue to develop and extend on their artistic practice in VCE Studio Art. VCE Studio Art further explores a variety of art materials and techniques in order to gain a deeper and more advanced understanding of art forms.

Studio Art: Digital Photography	
Rationale:	The study of Studio Art Photography aims to encourage, develop and enhance a student's deepest thoughts, through the visual language of Photography. Visual perception allows the development of spatial intelligence, a language of communication, which can be interpreted by many different cultures worldwide. Photography allows students to release and document their feelings and ideas via many types of intelligences such as kinaesthetic, intra and interpersonal intelligences.
Learning Focus:	Students are introduced or continue to learn about the features and functions of digital cameras and other devices including the iPad. The Digital Photography Semester focuses on further exploring ideas and continuing to experiment with technologically assisted methods of art creation. Students continue to explore and refine their art via computer assisted software programs including PS Express, Snapseed and iMovie. This unit is designed to offer basic revision to those students who have previously undertaken the digital photography unit in Year 9 Studio Art as well as an extension to skills and processes already taught during the year 9 course. Specialised activities are offered and a deeper focus on folio development is a key assessment area. Studio Art aims to develop individuals who are both aware of their environments and its particular aesthetic qualities. Students study the conservation and preservation of the digital/video photographic art form and the display methods involved with this light sensitive and alternative art forms during exhibitions. Written assessment tasks are also focused on digital and video analysis.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Practical Visual Folio. ▪ Theoretical Assignments. ▪ End of semester examination
Pathways:	At the conclusion of Year 10 Studio Art students can continue to develop and extend on their artistic practice in VCE Studio Art. VCE Studio Art further explores a variety of art materials and techniques in order to gain a deeper and more advanced understanding of art forms.

Food Technology

Rationale:	The study of Food Technology gives students a broad understanding of the integral role of food in our lives. Through food preparation, planning and design, students gain essential practical skills as well as an understanding of the cultural, social and environmental impacts of commercial food production. Through study of nutrition and diet, students develop an awareness of the health impact of food consumption.
Learning Focus:	This unit requires students to investigate, design and produce and analyse innovative dishes using seasonal ingredients. Investigative tasks are based on teacher generated design briefs relating to the nutritional needs of individuals across the lifespan. Students respond to design briefs by conducting client questionnaires to gauge the dietary needs and preferences of their clients. They produce dishes following health and safety precautions both in the food technology kitchen at school and in their domestic kitchens. Students also investigate genetic and lifestyle factors which influence individual food needs and food choice. They design and produce weekly menu plans for individuals in different contexts based on factors including; budget, availability of resources, time constraints, weather and much more. Students evaluate their design plans based on previously established criteria.
Outcomes / Assessment:	<p>Investigating Students investigate a range of products that are suited to individual needs and preference. They investigate lifestyle and health factors that influence food choice. Students investigate the presentation options of different food items.</p> <p>Designing, Producing and Evaluating Students work both individually and in groups to design and produce different menu options for different clients at different settings. They design and produce meals following health and safety principles. They evaluate their design plans according previously set criteria.</p> <p>Assessment Tasks</p> <ul style="list-style-type: none"> ▪ Written Exam ▪ PowerPoint Presentation ▪ Design Briefs: 1. Two Course Lunch for a Client 2. Three Snacks for Family Members
Pathways:	Students who complete Year 10 Food Technology can study Food and Technology at VCE Level.

Health & Human Development: Social Health

Rationale:	Health and Human Development examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.
Learning Focus:	Students extend their learning about the major tasks in establishing personal identity. They describe social and cultural factors, such as family, the media, community expectations influencing the development of personal identity, including the development of identity as it relates to gender. They discuss ways to express independence and the rights and responsibilities associated with the development of increasing independence. They rehearse strategies for being assertive when protecting their own and others' health.
Outcomes / Assessment:	Students studying Health and Human Development in year 10 will complete the following assessment: <ul style="list-style-type: none"> ▪ Working in teams ▪ Peer Teaching Activity ▪ Media Analysis ▪ Written reports
Pathways:	Students may also study Health and Human Development 2 in the other semester of year 10. Both semesters of Health and Human Development in year 10 are strongly recommended as precursors to the VCE studies of Health and Human Development Units 1 & 2.

Health & Human Development: National Health Promotion	
Rationale:	Health and Human Development examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.
Learning Focus:	Students explore health in the community and look at different factors that can effect individuals and groups' health. Students also cover nutrition and healthy eating and they analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.
Outcomes / Assessment:	Students studying Health and Human Development in year 10 will complete the following assessment: <ul style="list-style-type: none"> ▪ Working in teams ▪ Peer Teaching Activity ▪ Media Analysis ▪ Written reports
Pathways:	Students may also study Health and Human Development 1 in the other semester of year 10. Both semesters of Health and Human Development in year 10 are strongly recommended as precursors to the VCE studies of Health and Human Development Units 1 & 2.

Human Movement: The Human Body	
Rationale:	Human Movement focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.
Learning Focus:	Students are involved in a range of theoretical and practical activities associated with coaching and general body function. The focus is based upon student's ability to demonstrate various theoretical components in a practical setting. The theoretical component focuses on sports coaching, skill acquisition and the major body systems. Students should be able to understand and know the processes involved in skill development and improvement in physical performance. They will investigate the origins of a particular sport which is played in Australia and present their findings to the class. Students will learn about the major body systems of the human body including the Muscular, Skeletal, Cardio-vascular and Respiratory systems.
Outcomes / Assessment:	The subject is assessed by: <ul style="list-style-type: none"> ▪ Laboratory reports ▪ Oral presentation on the History of Australian Sport ▪ Written tests on Body Systems and Skill Acquisition ▪ Semester Examination
Pathways:	Students may also study Human Movement 2 in the other semester of year 10. Both semesters of Human Movement in year 10 are strongly recommended as precursors to the VCE studies of Physical Education Units 1 & 2.

Human Movement: Energy systems, Training principles & Methods	
Rationale:	Human Movement focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.
Learning Focus:	Students will undertake a range of theoretical and practical components associated with various training methods and principles. Practical activities focus on the ability to apply theoretical concepts in the area of practical fitness, in particular running. Students will design and implement their own training programme showing a variety of training methods and principles to improve personal fitness and/or the fitness of others as well as a program aimed at improving running ability. They will identify when energy systems are used and what the contribution of each system is for a range of activities. Students will link the three energy systems, components of fitness and methods of training to fitness and health. They will use a variety of fitness tests to evaluate personal fitness and set goals for improvement.
Outcomes / Assessment:	The subject is assessed by: <ul style="list-style-type: none"> ▪ Written tests ▪ Fitness training programme implementation and evaluation ▪ Semester Examination
Pathways:	Students may also study Human Movement 1 in the other semester of year 10. Both semesters of Human Movement in year 10 are strongly recommended as precursors to the VCE studies of Physical Education Units 1 & 2.

Information Technology: Computer Purchase & Spreadsheets	
Rationale:	Through the study of General Information Technology students gain an understanding of Information and communications technology (ICT) which is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.
Learning Focus:	Students study how information systems can be connected in a networked environment. Students investigate purchasing a computer and supporting infrastructure to allow them to connect to the 21st century online world. Students also focused on safe and practical use of computers and discuss copyright and cybercrime issues. In Term 2 students looked at techniques and procedures used to transform data into information and how these can be used in everyday life. Students completed folio pieces in spread sheets. They also communicated their ideas and understanding with the use of online communication with their peers.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Produce a report on the items they wish to purchase in order to connect to the online world within a given budget. ▪ Complete an analysis, design and development of Portfolio of the skills learnt in Spread Sheets. ▪ Examination
Pathways:	Students studying General Information Technology Semester 1, will have the option to continue into Semester 2 studies. This will then open the options of studying Information Technology at VCE. Students will also gain valuable data management skills which can be utilised across multiple careers and educational options.

Information Technology: Websites & Databases	
Rationale:	Through the study of General Information Technology students gain an understanding of Information and communications technology (ICT) which is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.
Learning Focus:	Students continue to improve on their ability to communicate with peers through the use of online communication tools. The students' focus moves away from the business applications to look at multimedia development focusing on websites and the integration of pictures sounds and video; students then return to data processing software so as to look at database design and management. Students again use visual design tools to help consolidate their ideas and designs before developing working solutions.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Production of a Portfolio of Client Websites/Responding to an Audience ▪ Production of a Data Base solution for a scenario ▪ Examination
Pathways:	Students studying General Information Technology Semester 2, studying Information Technology at VCE. Students will also gain valuable data management skills which can be utilised across multiple careers and educational options.

Information Technology: 2D Game Design	
Rationale:	Computational thinking and game design unlock the potential for computers to help solve some of the world's greatest issues. Students will learn some of the building blocks to help solve larger problems using game design as the back ground.
Learning Focus:	Students develop skills in programming and software development. Students use a suite of development tools to create a portfolio of games expanding their skills in programming. Students use formal conventions in design using tools such as Pseudo code and flow charts to assist with planning the steps for development. Students are given opportunities to extend the folios by completing some assignments to add extra features to the games like hidden actions and bonuses. Students will also address the issue of violence in video games and its effect on society.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Core Concepts Assignment ▪ Game Design Portfolio 1 ▪ Game Design Portfolio 2 ▪ Ethics and Issues Assignment ▪ Examination
Pathways:	This subject provides a pathway into VCE Information Technology as well as university of TAFE courses involving programming.

Textiles: Corset Couture	
Rationale:	Design plays an important part in the lives we live. Design encourages innovative and critical thinking that fosters new ideas, the development of new technologies and the creation of new products. These ideas improve the quality and comfort of our lives. The study of Textiles within the Technology stream is an integral part of the Design and Technology discipline. Textiles classes focus on the development of students' skills in managing and manipulating materials using a range of tools, equipment and machines to make functional physical products or systems.
Learning Focus:	Students are introduced to the Woman's Corset, Recycled Textiles and Colour. Students research and explore the historical shifts and changes of the corset from the past to the present, the revival of the corset in contemporary high fashion, and its transformation from an item of underwear to daywear. Students construct their own corset from their final design options. Students research information relevant to their design brief and develop a profile of the user group. Students write a design brief for their production project based on individual wants and needs. Students learn about colour harmony theory as related to design projects when illustrating and designing their corsets. Students investigate the function, purpose, social and cultural context of recycled textile products. Students become aware of the characteristics and properties of materials through practical sewing activities and colour processes.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Write a design brief specifying the considerations and constraints including identifying the needs of a variety of client/user groups. ▪ Design a range of alternative possibilities and justify their preferred options, explaining how it provides a solution to the problem or need completing a investigative task sheet on innovative products developed from recycled textiles ▪ Maintenance of daily self-reflective journal for improvements while completing their production of a Corset
Pathways:	Students can continue to study Textiles Technology in in VCE by electing to undertake studies in the following subjects: Product Design Technology – Textiles, Units 1 & 2 in Year 11 and Units 3 & 4 in Year 12.

Textiles: The Sixties Shift Dress	
Rationale:	Design plays an important part in the lives we live. Design encourages innovative and critical thinking that fosters new ideas, the development of new technologies and the creation of new products. These ideas improve the quality and comfort of our lives. The study of Textiles with in the Technology stream is an integral part of the Design and Technology discipline. Textiles classes focus on the development of students' skills in managing and manipulating materials using a range of tools, equipment and machines to make functional physical products or systems.
Learning Focus:	Students are introduced to the social and ethical impacts of fibre developments of the sixties to fibre technologies of today. Students explore the sixties Fashion Revolution applying principles of fashion design to fashion illustration. Students research information relevant to their design brief and develop a profile of the user group producing a Sixties Dress. Students use a range of tools and equipment to realize production applying their knowledge of creative techniques and apply appropriate levels of finish with increased accuracy, independence and competency. Students maintain a production journal that includes graphics of production stages, records details of processes used, tools required, time, acknowledgement of risks and safety hazards. Students give consideration to modifications required during the production process.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Complete a series of mini tasks that investigate the social and ethical impacts in Textiles based on videos, Youtube and articles. ▪ Complete a range of design options implementing fashion illustration techniques learnt ▪ Investigate the quality, type and range of suitable fabrics available for production ▪ Develop a range of criteria for evaluating their completed production task of a Sixties Shift Dress ▪ Create a product that meets the quality, aesthetic, functionality and performance requirements outlined in the design brief relating to the Sixties ▪ Maintain a sequential production journal that records details, graphics and photos of production, lists tool, identifies risks and hazards in production and contains a reflective component
Pathways:	Students can continue to study Textiles Technology in in VCE by electing to undertake studies in the following subjects: Product Design Technology – Textiles, Unit 1 & 2 in Year 11 and Units 3 & 4 in Year 12.

Wood Technology: Design Technology	
Rationale:	The study of Design Technology gives students a broad understanding of design with key learning broken down into the following stages of Investigating, Designing, Producing and Evaluating. Through the production of complex products students gain essential practical skills. Students develop an understanding of the design process as well as an appreciation of how social, cultural, economic and environmental factors influence the development of their design ideas. Students plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production. Through the study of timber and the methods of timber processing students develop an understanding of the properties and characteristics of different types of timber.
Learning Focus:	Design Technology (Wood) at year 10 students explore and understand Technology by applying theoretical and practical outcomes to develop a product produced from timber. The focus in Semester One for Design Technology is on developing student skills in the preparation, of design briefs and to further develop students understanding of the Technology Process (Investigating and Designing; Producing; Analysing and evaluating) and its application in the Technology studies process. The Semester One focus for theory lessons is on workshop and personal safety OHS. In addition to learning about OHS, students make use of Computer Aided Design/Drafting techniques to develop their designs. In the workshop they develop skills in the safe use of hand tools and power tools to produce their product. Students learn about the properties, characteristics and classification of timber in both practical and theory lessons. They study aspects of forest management and also the impact of controlled logging has on the environment.
Outcomes / Assessment:	Students studying Year 10 Design Technology will be expected to complete the following assessment tasks: <ul style="list-style-type: none"> ▪ Design Brief ▪ Investigation in Wood Joints and OHS ▪ Assessment Task on Plantation Timber ▪ Production and Evaluation (Bread Box) ▪ Examination
Pathways:	Wood Technology can lead directly to Year 11 Product Design Technology VCE Units 1 and 2. Other pathways also may include VCAL and other trade pathways.

Languages: Italian, Japanese, Indonesian	
Rationale:	As students work towards the achievement of standards in Languages at Pathway 1 & 2 Level 10, they compare and contrast aspects of life in non-English speaking countries with those in multicultural Australia, and the impact of some of these aspects on the way people behave and use language. They explore the extent and limitations of the language that they have learnt. They develop strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules, and differences from English. They realise that words and concepts may not have a direct equivalent in another language.
Learning Focus:	They practise using language in an increasing range of contexts; for example, in the community, and begin to manipulate language to express their own personal meanings. They understand a range of spoken and written conventions in the language, and they initiate and participate in class and chat room discussion, conduct research using print and electronic resources, and reorganise information to produce effective extended spoken and written discourses in a range of forms. Students become increasingly aware of the distinctive cultural, social and linguistic nature of the study of a language and acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. They contribute to decisions about the context for learning and the sequencing of topics according to their interests and needs, including future studies and career goals.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Written Task ▪ Speaking Task ▪ Listening Task ▪ Unit Tests
Pathways:	This will allow students to study Units 1 & 2.

Computing Units 1 & 2

Rationale:	This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital. VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours. VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and to careers in digital-technologies based areas.
Learning Focus:	In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. In Computing Unit 2 students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.
Outcomes / Assessment:	<p>Students studying Unit 1 and 2 Information Technology will be expected to complete the following Assessments:</p> <ul style="list-style-type: none"> ▪ Examination at the end of each semester ▪ Acquire, secure and interpret data then design an Infographics solution to communicate the findings of an investigation ▪ Design a network with wireless capabilities to meet an identified need ▪ Design and develop a website collaboratively to present an issue ▪ Programming Folio ▪ Create a data visualisation that meets a specified user's needs ▪ Create a solution using database management software, and explain the personal benefits and risks of interacting with a database.
Pathways:	Students can continue to study Information Technology in the VCE by electing to undertake studies in the following subject Information Technology Applications Unit 3 & 4

Psychology Units 1 & 2

Rationale:	Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.
Learning Focus:	In Unit 1 students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. A person's attitudes and behaviours affect the way they view themselves and the way they relate to others is studied in Unit 2. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour. Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.
Outcomes / Assessment:	Assessments include: <ul style="list-style-type: none"> ▪ Empirical Research Activity on Visual Perception ▪ Empirical Research Activity on Piaget's Cognitive Development Theory ▪ Semester Examinations ▪ Test of Attitudes and Social Influences on the Individual ▪ Oral Presentation
Pathways:	Students can continue to study Psychology Units 3 & 4 in the VCE after successful completion of Units 1 & 2.

Biology Units 1 & 2

Rationale:	Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements. In Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.
Learning Focus:	Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.
Outcomes / Assessment:	Students studying Unit 1 and 2 Biology will be expected to complete the following Assessments: <ul style="list-style-type: none"> ▪ Semester examinations ▪ Practical analysis tasks ▪ Tests ▪ Research Assignments
Pathways:	After the completion of this subject students can further their studies of Biology by completing Biology Units 3 & 4.

Health & Human Development Units 1 & 2	
Rationale:	The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of Health and Human Development subject. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.
Learning Focus:	This study of Health and Human Development is designed to enable students to develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood. Students will develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development. They will also develop an understanding that variations in health and human development are influenced by a range of determinants including bio- logical and behavioural factors, as well as physical and social environments.
Outcomes / Assessment:	Students studying Unit 1 and 2 Health and Human Development will be expected to complete the following Assessments: <ul style="list-style-type: none"> ▪ Topic tests ▪ Oral presentation and written report ▪ Data Analysis
Pathways:	Students may continue their studies of Health and Human Development by studying Unit 3/4 Health and Human Development.

History Units 1 & 2 (20th Century 1914-1939; 1945-2000)	
Rationale:	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. 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.
Learning Focus:	In Unit 1 students will study the periods of time between years from 1918 to 1939 leading up to World War 2, they examine the importance of this period which is characterised by significant social and cultural change where new fascist governments used the military, education and propaganda to impose controls on the way people lived. In Unit 2 students analyse the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945 –1991, focusing on conflicts such as the Korean War, Malay-Borneo, Vietnam War and the Space and Arms race including the Cuba Missile Crisis.
Outcomes / Assessment:	Complete SAC assessments, tests and reports where they will: <ul style="list-style-type: none"> ▪ Analyse and apply historical accounts and knowledge to a number of source materials to draw conclusions regarding the accuracy and meaning of key issues surrounding the period studied. ▪ Understand and explain the key ideas and influences of political struggles and ideologies ▪ Discuss and analyse the characteristics of social and cultural changes occurring during this time
Pathways:	Students can continue to study History in the VCE by continuing to develop their inquiry and literacy skills further in Unit 3 & 4 History Revolutions.

Business Management Units 1 & 2	
Rationale:	VCE 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 complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale Organisation.
Learning Focus:	Students will learn that small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.
Outcomes / Assessment:	Students studying Business Management Units 1 and 2 will be expected to: <ul style="list-style-type: none"> ▪ Explain a set of generic business characteristics and apply them to a range of businesses. ▪ Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business. ▪ Discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation. ▪ Apply and justify a range of effective communication methods used in business-related situations. Analyse and evaluate effective marketing strategies, processes and public relations and apply these to small business-related situations.
Pathways:	Students can continue to study Business Management in the VCE by continuing to pursue further studies in Business Management Units 3 & 4.

Legal Studies Units 1 & 2	
Rationale:	VCE Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.
Learning Focus:	The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.
Outcomes / Assessment:	Students studying Legal Studies Units 1 and 2 will be expected to: <ul style="list-style-type: none"> ▪ Describe and analyse the need for Law; the elements of criminal liability law, crimes against the person and property, the court hierarchy, the role of courts in law making, the process of dispute resolution and the protection of rights ▪ Identify and evaluate criminal and civil law, criminal sanctions, the jurisdiction of courts within the hierarchy and the processes of dispute resolution
Pathways:	Students can continue to study Legal Studies in the VCE by continuing to pursue further studies in Legal Studies Unit 3 & 4.