Foreword

To the students of Year 10:

We proudly present to you our Year 10 curriculum program handbook.

This handbook presents information on the Year 10 courses available at Warrandyte High School. The curriculum offered in Years 7-10 has been developed in line with the Australian Curriculum in Victoria (AusVELS).

In Years 7 and 8 all students undertook a broad range of subjects. In Year 9, in addition to our core subjects, we offered an elective program to allow greater student choice and to prepare students for senior years. In Year 10 we continue to offer a core program which ensures our students are prepared for the VCE and we also further expand our elective program. Students are given a greater selection of elective subjects and while students still select 6 electives for the year, each elective is now taught over 4 periods each week. Students will also be given the opportunity to study up to TWO Year 11 VCE subjects or a Year 11 VET (Vocational Education and Training) subject as part of their elective program. This will provide them with an academic challenge as well as introduce them to the rigours and expectations of the VCE. These subjects however, are quite demanding and selection into the VCE Extension Program is not automatic.

An important addition to the Year 10 program will be the introduction of a two session Study Skills class. This will take place of Wednesday afternoons. The only students who will not be participating in the Study Skills program are those involved with external VET subjects, which are timetabled at the same time.

Beyond the classroom program there is a wide-ranging enrichment program designed to further challenge students. It includes interschool sport, music, the school production, debating, Student Representative Council and various subject-based competitions. We urge all students to take part in this enrichment program. Warrandyte High School offers extensive opportunities for all students to extend and develop their talents, skills and understandings.

Stephen Parkin
Principal
VCE Extension program for Year 10 students

In Year 10 some students will have the opportunity to study up to two Year 11 subjects.

All VCE and VET subjects will be offered to Year 10 students in 2014. Students taking these subjects will then be able to complete Units 3 & 4 in 2015.

Students also have the opportunity to replace one of their ‘core’ subjects; English, Maths, Science and Humanities with an equivalent VCE subject. This would mean for example students may wish to study Year 11 General Maths instead of Year 10 core Maths, or Year 11 Chemistry instead of Year 10 Science.

If you require additional information please contact the Year 10 Level Leader, Ms Davies, Head of Senior School, Ms Lamb or the Careers Leader, Ms Miller.

Course and Career Information

It is essential Tertiary Entrance Requirements are checked before selecting VCE program.

Resources

- www.vtac.edu.au (comprehensive information for Year 10-12 students)
- The Age/Herald Sun-Tertiary Entrance Requirement supplement for Year 10 students
- VTAC guide (for Year 12 students) available from newsagents in July
- Careers room has all the latest tertiary information

Tertiary institutions include:

- www.latrobe.edu.au
- www.monash.edu.au
- www.deakin.edu.au
- www.rmit.edu.au
- www.swin.edu.au
- www.unimelb.edu.au
- www.acu.edu.au
- www.vu.edu.au
- www.ballarat.edu.au
- www.bhtafe.edu.au
- www.nmit.vic.edu.au
- www.angliss.vic.edu.au
VET (Vocational Education and Training)

Features of VET
- It enables students to complete a nationally-recognised vocational qualification and the Victorian Certificate of Education (VCE) at the same time
- Students can receive credit towards further study
- It is one of several vocationally-orientated school programs designed to meet the needs of industry
- It helps make school leavers more ‘job ready’ providing them with broad vocational skills and a high standard of general education

Contribution to the VCE
VET is incorporated into the VCE. Key features include:
- VET programs reflect a four Unit structure
- Up to eight of the units of study may be VET units obtained across two VET programs
- Up to two of the three sequences other than English can be approved VET Unit 3 & 4 sequences
- Most VET programs contribute directly to the ATAR score

VET at Warrandyte High School
- VET Interactive Digital Media and VET Sport and Recreation Units 1 & 2 are usually taken by students in Year 10.
- Students will also be given the opportunity to undertake external VET subjects through the Mullum and Inner Melbourne VET clusters. These classes take place on a Wednesday afternoon at a range of different venues.
- Please note these programs incur a cost for materials in addition to the Warrandyte High School fee structure.
- When enrolling in a VET subject there is also an understanding that the course is a two year undertaking and that students will complete the certificate.
Year 10 Program

Students need to choose 7 subjects in total. They can apply to do up to 2 VCE/VET subjects.

Students are required to study the following subjects for the whole year, either as Year 10 core subjects and/or as Unit 1&2 studies. (That is, students may apply to undertake a Year 11 core subject, which would replace the Year 10 subject. They may choose to do a Year 10 and a Year 11 core subject.)

- English
- Humanities
- Mathematics
- Science

Subjects offered as Year 10 electives:
- Art
- Big History
- Ceramics
- CFA
- Creative Writing
- Design and Technology - Food
- Design and Technology - Jewellery
- Design and Technology - Materials
- Design and Technology - Textiles
- Drama
- Exercise and the Human Body
- Games and Strategies
- History of Film
- Human Movement
  - Sports Leadership
- Information Technology - Multimedia
- Information Technology
  - Office Applications
- Italian (runs for two semesters and counts as two units)
- Literature
- Mind Matters
- Music
- Photography
- Popular Culture
- Science Mysteries
- Visual Communication and Design
- VCE/VET Interactive Digital Media (Units 1 and 2)
- VCE/VET Sport and Recreation (Units 1 and 2)

Full range of VCE/VET subjects (Units 1 and 2)

**Arts:**
- Unit 1 & 2 Drama/Theatre Studies
- Unit 1 & 2 Music Performance & Music Investigation
- Unit 1 & 2 Studio Arts
- Unit 1 & 2 Visual Communication & Design

**Business:**
- Unit 1 & 2 Accounting
- Unit 1 & 2 Business Management
- Unit 1 & 2 Economics
- Unit 1 & 2 Legal Studies

**English:**
- Unit 1 & 2 English
- Unit 1 & 2 Literature

**Health & PE**
- Unit 1 & 2 Health & Human Development
- Unit 1 & 2 Physical Education

**History:**
- Unit 1 & 2 History (20th Century)

**LOTE:**
- Unit 1 & 2 Italian

**Mathematics:**
- Unit 1 & 2 Foundation Mathematics
- Unit 1 & 2 General Mathematics
- Unit 1 & 2 Mathematical Methods (CAS)

**Science:**
- Unit 1 & 2 Biology
- Unit 1 & 2 Chemistry
- Unit 1 & 2 Physics
- Unit 1 & 2 Psychology

**Technology:**
- Unit 1 & 2 Information Technology
- Unit 1 & 2 Food & Technology
- Unit 1 & 2 Product Design and Technology
Selection into VCE and VET programs will be based on the following:
   1. Completion of all set work in Year 9
   2. A demonstrated positive and mature approach to learning
   3. Academic results in Year 9

Students will be able to choose up to a maximum of two VCE or VET subjects.

All VCE subjects will run for a full year and take the place of two elective choices. There is an opportunity, however, for students to replace one of their core subjects (Maths, Science, Humanities and English) with a VCE subject. This would in turn increase their elective choice.

For example:

Student A may want to undertake VCE Units 1 and 2 General Maths. This student will then not need to also complete Year 10 Mathematics. The following year they may choose to undertake Year 12 Maths or to consolidate their Year 11 Maths.

Student B may decide to take up VCE Business Management, but still be interested in Year 10 Humanities as a subject; they can therefore undertake both subjects.

Please note: Quotas of Year 10 students undertaking a Unit 1 and 2 subject do exist. As a general rule, no more than five Year 10 students will be accepted into any one Year 11 subject. This policy is designed to increase the choice that Year 10 students have available to them in terms of Unit 1 and 2 subjects while not impacting negatively on the breadth of units offered to Year 11 students in the following year.
Year 10 Core Subjects

English

Aims
- To develop reading, writing, speaking and listening skills
- To prepare students for VCE English.

Learning Focus
- **Reading:** Students engage in a variety of text with complex themes and issues. They identify ideas and infer meanings in their reading. They analyse how social values are conveyed and justify their interpretations with evidence.
- **Writing:** Students produce texts for a variety of purposes that demonstrate the ability to speculate, hypothesise, persuade and reflect. They write arguments that state and justify a personal viewpoint.
- **Speaking and Listening:** Students express creative and analytical responses to texts themes and issues. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes.

Assessment Tasks
- Text Responses
- Writing Tasks
- Study of Issues
- Oral Presentations
- Examination

Subject Levy: $16
Humanities

Aims
- Use of research skills and inquiry processes
- Plan investigations and ask key questions
- Analyse and evaluate a range of data and sources
- Form conclusions supported by evidence
- Present information in a variety of ways
- Develop and understanding of their roles in society.

The study of Humanities involves investigating human societies and environments, people and their cultures in the past and the present. The study provides a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The four domains studied within Humanities include: History, Geography, Economics and Civics & Citizenship.

Learning Focus

History: Under the umbrella of ‘The Modern World and Australia’ Students investigate wartime experiences through a study of World War II (1939-45), the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement. Students investigate the Migration experience (1945 – present) with the waves of post-World War II migration to Australia, the impact of changing government policies on Australia’s migration patterns, and Australia’s changing identity. They investigate the struggle for human rights including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Geography: Students investigate environmental geography looking at environmental functions that support all life, the major challenges to their sustainability and the environmental worldviews that influence how people perceive and respond to these challenges. Students also investigate global, national and local differences in human wellbeing between places and their causes. These distinctive aspects of human wellbeing are investigated using studies drawn from across the world as appropriate.

Economics: In studying of how different societies allocate scarce resources to satisfy the wants and needs of its members, students develop an understanding of how the Australian economy is managed and the role of trade and globalisation. They describe the impact of innovation and enterprise and the relationship between economic growth, ecological sustainability and the standard of living, and explore what it means to be an ethical producer and consumer. They develop some personal financial literacy skills and understanding and examine vocational pathways and education and training requirements, considering possible work and career options. They develop skills and strategies for transition to employment and further education and training, including job seeking, job application and interview skills.
**Civics & Citizenship:** Students investigate regional, global and environmental implications of being a citizen in a democracy. They explore Australia’s relationship with other nations and examine the influence of global events and issues on these relationships. They examine how people’s views on the environment influence policy and the attempts to address issues of development and sustainability.

**Assessment Tasks**
- Class work
- Research projects
- Case Studies
- Tests
- Examination

**Subject Levy: $16**
Mathematics

Aims
This course aims to enable students to develop:
- Confidence in one’s personal knowledge of mathematics and ability to apply it
- Specialist knowledge that provides for further study in mathematics
- General numeracy skills for successful functioning in employment and society
- Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Understanding the role of mathematics in history, life, society and work
- Mathematical reasoning and thinking through problem-solving, investigations and modelling
- Computational skills, including technology.

Learning Focus
Mathematics follows the prescribed course of AUSVELS. Mathematics involves the study of material from a range of dimensions. In Number and Algebra, students cover different mathematical techniques involving indices, surds and exponentials, algebraic techniques such as expanding and factorising, linear relationships and variation. In Measurement and Geometry, students learn techniques in geometric reasoning, trigonometry, measurement and their applications in real life situations. In Statistics and Probability, students cover chance, data representation and interpretation.

Assessment Tasks
- Skills, tests and assignments
  - Understanding of key mathematical concepts and skills and an ability to apply skills and processes to solve a range of mathematical problems.
- Problem solving and AUSVELS design tasks
  - Open-ended problem solving tasks, involving the application of mathematical reasoning and thinking. Investigative tasks involving the application of mathematical reasoning, analysing results and communication of findings.
- Examination

Subject Levy: $16
Science

Aims
- To increase knowledge of key scientific ideas
- To provide sufficient background for VCE Science subjects
- To show how important science is to society
- To further develop the ability to think about and analyse controversial claims.

Learning focus
The topics covered include:
- **Chemistry:** The periodic table, radioactivity, chemical bonding, types of reactions
- **Motion:** Speed, acceleration, Newton’s 3 Laws, work, energy, car safety
- **Global system:** Recycling in nature, influences on climate, currents and climate, global warming
- **Genetics:** Cells, DNA, genes, inheritance, mutations, genetic testing, gene technology
- **Evolution:** Classification, Earth’s history, fossils, natural selection, evolution
- **Astronomy:** Stars, Origin of the universe and life, Life outside Earth, science fiction.

Assessment Tasks
This will be based on a range of activities including:
- Examination
- Tests
- Assignments and projects
- Bookwork
- Practical work.

Subject Levy: $16
Year 10 Electives

Art

Aims
This course aims to enable students to develop:

- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expression
- Skills using a range of materials and techniques in multi-disciplines
- The ability to explore, evaluate and respond to the work of other artists in different fields and across different cultures and times
- Understanding new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the arts.

Learning Focus
Students will:

- Use a variety of starting points to design and create 2D and or 3D art works
- Complete refine, trial and experiment of media
- Develop a mature aesthetic
- Research established artists in terms of cultural and historical context, use of formal elements, understanding messages and meanings, analyse and apply influences, skills and techniques
- Investigate art issues and the art industry
- Explore art form(s) in depth.

Assessments tasks
Students are assessed on:
Projects
- Finished art works.

Visual Diary/work book
- Design work, processes experimentation influences, evaluation, personal comments
- Research on artists, art works, art movements, art in the world.

Subject Levy: $15
Approximate compulsory materials cost: $50
Year 10 Big History

**Students choosing this elective must do the subject for 2 semesters.**

**Aims**
Big History is an exciting, new, online, inter-disciplinary course developed especially for Yr 9 students by Bill Gates and David Christian, Professor of History at Macquarie University, Sydney. It is currently being trialled in a number of Australian and American schools. In this web-based course, students will explore and investigate 13.7 billion years of history from before the Big Bang to modern times, weaving knowledge from science, history, social studies and more into one fascinating story. This course aims to enable students to develop:

- Knowledge and understanding of key stages in pre-human and human history.
- Critical and creative thinking skills vital in any discipline or subject they decide to follow
- ICT/online learning skills through the use of media rich resources such as video lectures, animations, etc.
- Insights, methods and skills from several discipline and subject areas
- A deeper awareness of our past, preparing them to help shape the future of our planet.

**Learning Focus**
In each of ten units, students will use a variety of media rich, online learning tools to focus on an investigation or key question to learn about the most important changes that have occurred since the Big Bang 13.7 billion years ago. They will also consider the challenges and opportunities we face into the future.

Students will be introduced to key concepts and content through short video lectures and animations. Additional resources such as visualisations, activity guides, articles, maps and timelines are provided online to assist students to further explore each topic and work towards devising their answer to the key question for that unit.

**Assessment Tasks**
Online activities accompanying each unit of work.

For more information, Google ‘Big History’ or go to the website:
http://www.bighistoryproject.com/

**Subject Levy:** $15
Ceramics

Aims
This course aims to enable students to develop:
- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expression
- Skills using a range of materials and techniques in multi-disciplines
- The ability to explore, evaluate and respond to the work of other artists in different fields and across different cultures and times
- Understanding new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the arts.

Learning Focus
Students will:
- Use a variety of starting points to design and create 2D and or 3D art works
- Complete refine, trial and experiment of media
- Develop a mature aesthetic
- Research established artists in terms of cultural and historical context, use of formal elements, understanding messages and meanings, analyse and apply influences, skills and techniques.
- Investigate art issues and the art industry
- Explore art form(s) in depth.

Assessments tasks
Students are assessed on:
Projects
- Finished art works.

Visual Diary/work book
- Design work, experimentation influences, evaluation personal comments
- Research on artists, art works, art movements, art in the world.

Subject Levy: $15
Approximate compulsory materials cost: $50
CFA Advance

Aims
- To encourage community service amongst students
- To develop team-work and leadership skills
- To develop fire safety and fire-fighting skills
- To develop first aid skills.

Learning Focus
The Year 10 program of CFA Advance follows on from the Year 9 CFA Advance program. The program involves both practical and theoretical parts. Practical fire-fighting drills are undertaken at the Warrandyte CFA station and accredited CFA training venues. A Level 1 first aid course is completed. Personal protective clothing is an essential requirement during practical drills.

Assessment Tasks
- End of semester exam
- First Aid Level 1 certificate
- Record of class work.

Subject Levy: $0
Creative Writing

Aims
- To provide students who have an interest in creative writing an opportunity to develop their skills and give their ideas a voice
- To extend writing skills covered in English.

Learning Focus
This course will provide an opportunity for students to:
- develop skills and expertise in creative writing
- Investigate what makes ‘good writing’
- Explore and experiment with language use
- To be exposed to a range of genres, styles, forms of writing.

Assessment Tasks
- Journal entries
- Two major pieces of sustained writing or collection of shorter pieces per term.

Subject Levy: $15
Design and Technology – Food

Aims
This course enables students to develop:
- Confidence in working independently and in teams
- Ability to use specialized equipment
- Safe and hygienic working practices
- Skills in development of ideas from a design brief, through to meaningful evaluation of their work.

Learning Focus
- Safety and hygiene in the kitchen
- Nutrition
- Meal planning
- Yeasts and breads
- Desserts
- Celebration cakes/chocolate
- Practical skills in food preparation
- Operation of basic and specialist kitchen equipment.

Assessment Tasks
- Production activities
- Applications of health and safety
- Investigations
- Evaluations
- Bookwork.

Subject Levy: $15
Approximate compulsory materials cost: $120
Design and Technology - Jewellery

Aims
This course aims to engage students in:
- Designing, producing, and evaluating processes, materials and techniques involved in developing jewellery products
- Using a wide variety of materials such as brass, copper, nickel silver, acrylics, and found objects
- Applying aesthetics, functionality, imagination, and lateral and critical thinking throughout design, developmental, and production processes
- Analysis and evaluation of their own and other's jewellery designs and products.

Learning Focus
The Learning Focus is the development and application of skills in the areas of:
- Research and investigation
- Autonomous, co-operative, and creative problem solving
- Design brief, design development and refinement
- Understanding techniques, processes, tools, materials, and equipment
- Studio safety
- Environmental, social, and economic impact of materials, processes, and jewellery products
- Quality of jewellery products
- Analysis and evaluation

Assessment Tasks
Students are assessed on:
- Design Diary: design brief, design development, sketches/drawings, research, notes, planning, evaluation, evidence of experimentation and problem solving, and production log
- Products: experiments, samples, and final jewellery products.

* Basic materials are provided as the costs are covered by subject levies. Students wanting to work in materials other than those provided or in semi-precious metals (silver/gold etc.) or stones (quartz, amethyst, rubies etc.) will be required to provide and meet the cost of these extra materials.

Subject Levy: $15
Approximate compulsory materials cost: $50
Design and Technology - Materials

Aims
This course aims to engage students in:

- Designing, producing, and evaluating processes, techniques and products using primarily timber and a wide variety of other materials such as metals, acrylics, glass, ceramics, fabrics and found objects
- Applying aesthetics, functionality, imagination, and lateral and critical thinking throughout design, developmental, and production processes
- Analysis and evaluation of their own and other’s designs and products.

Learning Focus
The Learning Focus is the development and application of skills in the areas of:

- Research and investigation
- Autonomous, co-operative, and creative problem solving
- Design brief, design development and refinement
- Understanding techniques, processes, tools, materials, and equipment
- Studio safety
- Environmental, social, and economic impact of materials, processes, and products
- Quality of end products
- Analysis and evaluation.

Assessment Tasks
Students are assessed on:

- Visual Diary/Workbook: design brief, design development, technical drawings, research, notes, planning, evaluation, evidence of experimentation and problem solving
- Projects: experiments, samples, final products such as a small table or chair.

* Basic materials are provided as the costs are covered by subject levies. Students wanting to work in materials other than those provided such as expensive metals, glass, plastics and rare or exotic timbers will be required to provide and meet the cost of these extra materials.

Subject Levy: $15
Approximate compulsory materials cost: $60
Design and Technology - Textiles

Aims
This course aims to enable students to develop skills in:

- Build upon prior knowledge and skills in many production areas using materials such as fabrics & fibres.
- To provide sufficient background for Studio Arts and or Design & Technology study in Years 11-12
- To develop strong investigative, design, analytical, and evaluative skills
- To apply aesthetics, functionality, imagination, and lateral and critical thinking throughout design, developmental, and production processes
- To analyse and evaluate designs and products.

Learning Focus
To develop and apply skills in the areas of:

- Research and investigation
- Autonomous, co-operative, and creative problem solving
- Design briefs, exploratory proposals, design development and refinement
- Understanding techniques, processes, tools, materials, and equipment
- Studio safety
- Environmental, social, and economic impact of materials, processes, and products
- Quality of end products
- Analysis and evaluation.

Assessment Tasks

- Design Diary/workbook: design brief, design development, sketches/technical drawings, research, notes, planning, evaluation, evidence of experimentation and problem solving.
- Products: experiments, samples, and final products.

* Basic materials are provided as the costs are covered by subject levies. Students wanting to work in materials other than those provided will be required to provide and meet the cost of these extra materials.

Subject Levy: $15
Approximate compulsory materials cost: $60
Drama

Aims
This course aims to enable students to develop:

- Skills using a range of processes and techniques in multi-disciplines
- The ability to explore, evaluate and respond to the work of other performers in different fields and across different cultures and times
- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expression
- Understanding new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the arts.

Learning Focus
Students work in ensembles, developing group devised performances by applying and manipulating various performance styles and theatrical conventions. They further their exploration and understanding of stagecraft by enhancing the aesthetics of their presentations with costume, sound and set design.

They maintain a workbook recording their techniques and processes using appropriate Drama terminology, whilst reflecting on their own work and the work of others.

Assessment tasks
- Workbook: record of skills development, terminology, techniques, development of performances, processes, reflections on own performance work and the work of peers, responses to the work of professional performers
- Workshop activities: skills based games, performance tasks, group work. The second term focuses on exploring a range of styles and conventions through group devised performance
- Performances: presentation of finished performances arising from workshop activities.

Subject Levy: $15
Exercise and the Human Body

Aims
This course aims to enable students to develop:

- An understanding of the structure and function of the skeletal, muscular, circulatory and respiratory systems
- A basic understanding of the energy systems
- An understanding of the relationship between social, environmental and biological influences on participation in physical activity.
- An ability to analyse the processes associated with skill development.

Learning Focus
This subject will contain a theoretical and practical component. The practical lessons will be used to enhance student understanding of the theoretical concepts.

Assessment tasks
- Assignments and written reports
- Tests

Subject Levy: $15
Games and Strategies

Aims:
This course aims to enable students to extend their experience in a variety of practical physical sports developing the following aspects:

- Proficiency in a range of high-level movement and manipulative skills.
- Knowledge of the court/pitch areas, player positions and rules of games.
- An ability to identify and implement skills and tactical strategies to outwit the opposing team.
- Ability to use sports analysis techniques; evaluating and improving individual and team performances.
- A positive, helpful attitude, respect and cooperative behaviour, especially when working in teams.

Learning Focus
Students will be physically challenged to develop their confidence and ability to perform skills, tactics and position plays throughout a wide range of games. Students will experience theoretical, analytical and practical elements, being expected to complete a variety of skill / team based assignments and consistently participate in appropriate sports uniform.

Assessment tasks
- Participation in classes: Assessment of student participation is based on the application of skills and participation in games (in sports uniform),
- Skill development – continuous skill development is assessed throughout the activities
- Analysis of defensive/offensive through the use of ICT
- Satisfactory completion of evaluative assignment tasks targeting individual/team performances.
- Awareness of sportsmanship, cooperation, personal and group safety.

Subject Levy: $15
History of Film

Aims
• To provide an opportunity for students to extend their knowledge of film and to pursue their interest in film study. To deepen their analysis and appreciation of film
• To develop visual literacy skills.

Learning Focus
This course will provide an opportunity for students to:
• Study the origins of film and to trace the development in content, style and technology from the original B&W silent movies to our modern day billion dollar blockbusters
• To examine the social and historical impact of film on society and society on film
• To develop visual literacy skills and appropriate metalanguage.

Assessment tasks
• Viewing journal – workbook
• One major research piece per term

Subject Levy: $15
Human Movement – Sports Leadership

Aims
- To develop the ability to identify and implement ways of improving the quality of student’s performance
- To develop students’ ability to learn new skills and adapt previously learnt skills
- To develop the ability to employ, develop and teach tactical strategies in a variety of games
- To develop an understanding of training methods and how to use them to improve fitness levels
- To develop leadership skills, including communication, interpersonal and organisational skills via umpiring, coaching, captaining
- To develop an understanding of the different coaching and learning styles.

Learning focus
Sports Leadership provides the opportunity for students to develop their leadership skills using sport as the means. Students will coach, umpire and captain teams in a variety of recreational and leisure pursuits. The subject will incorporate both theoretical and practical components. Participation in the majority of practical classes in the appropriate uniform is important.

Assessment tasks
- Practical assessments of coaching, umpiring and captaining on numerous occasions
- Theoretical assessments of the concepts covered, e.g. role of the coach, coaching and learning styles, lesson plans etc.
- Participation in class: Assessment of student participation is based on the application of skills and tactics and their participation in games and activities
- Awareness of personal and group safety
- Sportsmanship.

Subject Levy: $15
Approximate compulsory materials cost: $40
Information Technology - Multimedia

Aims
Students will develop a range of skills in a variety of industry standard multimedia software applications. These include drawing, desktop publishing, photo editing, web authoring, sound production, digital video and animations. Electronic research and communication skills such as email, podcasting and blogging will also be developed.

Learning Focus
Students will produce digital photographs and graphic images, create animations, and incorporate digital video and sound in a website as they develop advanced presentation and data manipulation skills.

Assessment Tasks
- Research, design and processing tasks.

** Students undertaking VCE VET Multimedia cannot also do this IT - Multimedia elective**

Subject Levy: $0
Approximate compulsory materials cost: $40
Information Technology – Office Applications

Aims
This course will introduce students to the specific IT needs of real world businesses and organisations. Students will develop a range of skills in a variety of popular business software types. These include word processing, desktop publishing, databases, spreadsheets and presentations. Electronic research and communication skills such as email, pod casting and blogging will also be developed.

Learning Focus
Students become efficient users of ICT for planning collaborative projects that involve creating information products and solving problems. Students will incorporate skills learned with a business simulation that utilises investigation of a business plan, and the design, production and evaluation of solutions to given business decisions.

Assessment Tasks
- Research, design and processing tasks.

** Students undertaking VCE IT cannot also do this IT - Office elective**

Subject Levy: $15  
Approximate compulsory materials cost: $40
Italian

Aims
- To further develop listening, speaking, reading and writing skills.
- To enable students to acquire a useful knowledge of the language using a communicative approach
- To build on previous knowledge and to expand the students’ understanding of the culture and history of the country and to encourage an enjoyment of and interest in language study
- To develop a knowledge of the linguistic patterns used to construct different texts, and to apply this knowledge to their writing
- To develop the ability to enhance their language and communication skills through the use of technology
- To develop the ability to interact with groups and individuals within Australia and overseas via facilities such as Internet, for the purpose of extending their knowledge and language ability
- To consider their culture and compare it with the cultures of countries and communities where the language is spoken.

Learning Focus
- Listening - Demonstrate comprehension of factual and non-factual information drawn from topics of interest and other areas of the curriculum by summarizing, explaining, identifying pros and cons
- Speaking - Provide factual information to sustain a conversation of at least eight turns to resolve an information gap, plan an event, or make arrangements with others
- Reading - Describe and comment on themes, characters and events in fictional texts and identify and comment on information and ideas in factual texts
- Writing - Write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, classifying and drawing conclusions.

Assessment Tasks
- Listening and Speaking - A minimum of two tasks per term that demonstrate comprehension of a variety of topics/provide information to sustain a conversation
- Reading - A minimum of two tasks per term that describe and comment on themes, characters and events in texts/identify and comment on information
- Writing - Prepare a minimum of two pieces of writing such as letters, messages, scripts, reports or stories.

*This runs for two semesters and counts as two units.
Subject Levy: $15
Literature

Aims
- To introduce students to the close study of a range of literature texts including plays, poems, films and novels and develop the ability to explore texts in personal, analytical and creative responses.

Learning Focus
- **Reading:** Students analyse and interpret a variety of texts focusing on language, ideas, character development, views of life and social contexts. They also relate what they read to their own lives and social contexts.
- **Writing:** Students produce creative, personal and analytical responses to a variety of texts.

Assessment Tasks
- Personal and creative responses
- Analytical Responses.

Subject Levy: $15
Mind Matters

Aims
This unit is aimed at creating an interest in the field of Psychology with the purpose of promoting further study in this area. Topics may include: Group Behaviour, Body Language, Mental Health and Leadership styles. This unit is however not a prerequisite subject for VCE psychology.

Learning Focus
Students will participate in activities such as: class discussions, video analysis, oral presentations and internet research activities.

Assessment Tasks
- Oral Presentations.
- Class work.

Subject Levy: $15
Music

Aims
This course aims to enable students to develop:

- Skills using a range of materials and techniques in multi-disciplines to prepare for future studies
- The ability to explore, evaluate and respond to the work of other artists in different fields and across different cultures and times
- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expressions
- Cultural understanding in new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the arts.

Learning Focus
Students develop a personal style as they perform, improvise and compose instrumental and/or vocal works with imaginative and perceptive approaches in the use of music skills, techniques and processes. They demonstrate aural and technical competence in their choices of aspects of the elements, and performance of their own works so that the intended meaning is realised and conveyed to a range of audiences. They generate, develop and realise ideas individually and collaboratively. Students interpret instrumental and/or vocal works in a range of styles aurally and from a score demonstrating increased technical ability. Students develop critical response to musical styles from a diverse range of cultural, historical and social contexts. They identify and describe the compositional and expressive devices used in the work of other musicians. They analyse characteristics of works and performances of particular composers, performers, styles and periods. They arrange and perform works demonstrating and understanding of the structure and unique sound qualities of the chosen medium and style. They improvise accompaniments to known melodies and independent lines within developed structures. They apply new technologies when composing arranging, recording and interpreting works.

Assessment tasks
- Recital Performance - Students will work collaboratively and independently toward a 15 minutes recital of group and solo works
- Technical Performance – Students will a 10 minute technical demonstration on at least one instrument
- Assignments - Research performance technique and a wide variety of styles and Analysis of music
- Tests - Theory and Aural
- Workbook - Maintain a practice journal and complete workbook entries relating to coursework
- CD Recording – Students will record progressively throughout the course toward a final CD of best works
- Composition and Arranging – Students will use Sibelius to arrange and compose a portfolio of music notation

Subject Levy: $15
Photography

Aims
This course aims to enable students to develop:

- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expression
- Skills using a range of materials and techniques in multi-disciplines
- The ability to explore, evaluate and respond to the work of other artists in different fields and across different cultures and times
- Cultural understanding in new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the arts.

Learning Focus
Photography students explore experiences, ideas, feelings, skills and techniques creating photographic work. Photography involves the use of an SLR camera, techniques and processes in the darkroom, use of an enlarger and the ability to understand and apply art elements and principles. Students will make their own black and white photographs. Students will also refine and reflect on their own work and the work of other artists from different cultural and historical contexts.

Assessment Tasks
Students are assessed on the following:
Projects
- All finished Photographs.

Visual Diary
- All research, personal, experimental, darkroom processes, techniques evaluation, comments
- Photographers from different places
- Art elements and principles.

Subject Levy: $15
Approximate compulsory materials cost: $60
Popular Culture (1945 – present)

Aims

- To gain knowledge of the evolution of Australian popular culture from the start of European settlement until the present day.
- To gain an understanding of contemporary Australia by appreciating its shared cultural history.
- To gain an understanding of the diversity, breadth and importance of Australian popular culture.
- Develop an awareness of the way that popular culture reflects the interests, preoccupations and values of a society.
- Develop the ability to collect, analyse and organise information and ideas and to convey those ideas clearly and fluently in written and spoken communication.

Learning Focus

This subject examines key ideas underpinning Australia through popular cultural mediums such as tourism campaigns, popular music, television, cinema, sport, food and fashion. Australian Popular Culture considers whether there is such a thing as a distinctively Australian culture.

This elective investigates the Popular Culture of Australia (1945-present) by investigating:

- The nature of popular culture in Australia at the end of World War II, including music, film and sport.
- Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock ’n’ roll.
- The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan).
- Australia’s contribution to international popular culture (music, film, television, sport).
- Continuity and change in beliefs and values that have influenced the Australian way of life.

Assessment Tasks

- Classwork
- Research tasks
Science Mysteries

Aims
- To investigate some of the claims people make about science
- To teach students the principles of scientific scepticism
- To explain and demonstrate the science behind numerous claims
- To increase student’s ability to scientifically test claims
- To examine the origin of the universe and life.

Learning focus
The topics investigated will include:
- **Fire Walking:** How it is done
- **“Psychics” claims:** Investigating spoon bending, mind reading, fortune telling etc.
- **Bed of Nails:** The science behind it and other similar things
- **Cults:** Some of the techniques they use and the dangers involved
- **Magic tricks:** How some are done and how easily they fool people
- **Religions and science:** An investigation of the claims religions make in the light of scientific knowledge
- **Astronomy:** The origin and nature of the universe
- **Life:** The origin and evolution of life on the Earth and its possible future.

Assessment Tasks
This will be based on a combination of:
- Tests
- Bookwork
- An individual research report and class presentation
- Practical work
- Class work.

Subject Levy: $15
Visual Communication Design

Aims
This course aims to enable students to develop:
- Technical drawing skills
- Freehand drawing skills
- Rendering skills
- Imaginative, expressive and creative skills
- The ability to explore, evaluate and respond to visual communications.

Learning Focus
Students will:
- Refine conventional skills and techniques
- Refine creative skills and techniques
- Work with the Production Process
- Work within the requirements of a Design Brief
- Generate and develop design alternatives
- Select and refine a design solution
- Develop final Presentations
- Develop a mature aesthetic
- Develop an understanding of Design Elements and Design Principles
- Analyse visual communications.

Assessment Tasks
Students are assessed on:
- Conventional Visual Communication
  - Technical drawing
- Creative Visual Communication
  - Freehand drawing
  - Rendering
  - Presenting
- Design Process
  - Final presentations
  - Display folder.

Subject Levy: $15
Approximate compulsory materials cost: $60
VCE/VET Interactive Digital Media

The aims of the Certificate III in Interactive Digital Media are to provide students with the skills, knowledge and attitudes for training in interactive multimedia.

This qualification provides a wide range skill development including:
- Graphic design using software applications such as Photoshop, Illustrator and Flash
- Writing and instructional design
- Sound recording and editing
- Video recording and editing
- Webpage design and editing using applications such as Dreamweaver
- Web 2.0 technologies

Upon successful completion of Units 1, 2, 3 and 4 students will receive a nationally recognised TAFE certificate. The Unit 3 & 4 sequence also comprise units for the completion of VCE. Unit 3 & 4 scored assessment tasks contribute to the student’s tertiary entrance score.

Units 1 & 2 comprise the following modules:
- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Participate in OHS processes
- Produce and prepare photo images
- Prepare audio assets
- Maintain interactive content
- Implement copyright arrangements

Assessment includes a variety of practical and theoretical tasks used to assess student competency in unit outcomes.

Subject Levy: $0
VCE/VET Sport and Recreation

The general purpose of the Certificate II in Sport and Recreation is to provide the skills, knowledge and attitudes for training in Sport and Recreation. Units 1 & 2 are being offered to Year 10 students, and will be taught at Warrandyte High School, under the auspices of Box Hill TAFE. Students will be required to enrol at Box Hill and, upon successful completion of Units 1 & 2, will receive a nationally recognised certificate from that institution. The Unit 1 & 2 and 3 & 4 sequence also contributes to the achievement of the VCE. Unit 3 & 4 results contribute to the student’s tertiary entrance score, and will award students with a Certificate II in Sport and Recreation.

Please note that there will be charges for camps and excursions in this course approximate value of $500

Unit 1 and 2
Students will be selected to participate in this course due to their suitability to the subject. They must demonstrate enthusiasm towards physical activity and the outdoors. Certificate II in Outdoor Recreation is a qualification that students will receive upon completion of units 1 and 2 of the VCE VET Sport and Recreation course. They will also have gained two Year 11 VCE Units.

This course involves six core units which are focused around administrative principles, risk assessment, two activity specialisations and six elective units. Students will specialise in two of the following activities and complete components of the majority of the others: kayaking, bushwalking, camping and surfing.

Assessment will be based on their participation and ability to complete practical tasks, along with their theoretical work which includes assignments and class work. It is hoped that students will undertake work experience in the sport and recreation industry.

Please note: VET subjects are financially subsided by the Federal Government; however, students can expect to incur costs of approximately $200.00, for camps and excursions.

Subject Levy: $0
Other Year 11 VCE Units

Arts:
Unit 1 & 2 Drama/Theatre Studies
Unit 1 & 2 Music Performance & Music Investigation
Unit 1 & 2 Studio Arts
Unit 1 & 2 Visual Communication & Design

Business:
Unit 1 & 2 Accounting
Unit 1 & 2 Business Management
Unit 1 & 2 Economics
Unit 1 & 2 Legal Studies

English:
Unit 1 & 2 English
Unit 1 & 2 Literature

Health & PE
Unit 1 & 2 Health & Human Development
Unit 1 & 2 Physical Education

History:
Unit 1 & 2 History (20th Century)

LOTE:
Unit 1 & 2 Italian

Mathematics:
Unit 1 & 2 Foundation Mathematics
Unit 1 & 2 General Mathematics
Unit 1 & 2 Mathematical Methods (CAS)

Science:
Unit 1 & 2 Biology
Unit 1 & 2 Chemistry
Unit 1 & 2 Physics
Unit 1 & 2 Psychology

Technology:
Unit 1 & 2 Information Technology
Unit 1 & 2 Food & Technology
Unit 1 & 2 Product Design and Technology

For course descriptions please refer to the Year 11 handbook. Alternatively all study designs for units 1 & 2 are available online at www.vcaa.vic.edu.au