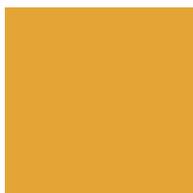
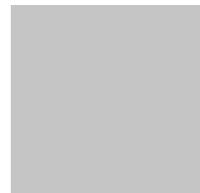




Scoresby Secondary College

Inspiring brilliance

Year 10 Handbook 2021



Scoresby Secondary College, Cavell Street, Scoresby
www.scoresbysc.vic.edu.au

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Senior Leadership Team 2020

Principal:	Mrs Gail Major
Assistant Principal:	Mr Chris Knight
Head of Senior School:	Mr Tony Stirling
Year 10 Coordinator:	Mr Tom Santos
Year 11 Coordinator:	Mrs Sylvia Wood
Year 12 Coordinator:	Ms Vicki Manioudakis
Head of Curriculum & Pedagogy:	Mr Murray Cronin
Careers Advisor:	Ms Bronwyn Haines
VCAL Coordinator:	Mr Tony Stirling
VASS Administrator:	Mr Andrew Young
Learning Area Leader—English:	Mr Murray Cronin
Learning Area Leader—LOTE (Chinese) and Humanities:	Ms Su-nhi Kim
Learning Area Leader—Mathematics:	Ms Michelle De Boer
Learning Area Leader—Science:	Mr John Healy
Learning Area Leader—The Arts & Technology:	Ms Erin O’Sullivan
Learning Area Leader—Health & Physical Education:	Mrs Emma Morris

*The 2021 Senior School Team will be confirmed in Term 4.

Common Acronyms

ATAR	Australia Tertiary Admission Rank
DET	Department of Education and Training
EAL	English as an Additional Language
MIPS	Managed Individual Pathways
SAC	School Assessed Coursework
SAT	School Assessed Task
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education

A Message from the Head of Senior School

Welcome to Year 10 in 2021. Over the next few weeks you will be making some important decisions about your learning program for next year and, to some extent, for future years. It is important that you read this guide, attend the information night, and seek further information from the suggested staff.

In Year 9, students undertake core subjects and selected electives; however at Year 10 there is slightly different model where students undertake six subjects per semester and have more periods per subject. Year 10 will provide students with greater choice and they will need to be well prepared and informed to make these choices.

As students enter into this next phase of their school life, they will be expected to take greater responsibility for their own learning. This starts now as they consider the certificate (VCE or VCAL) they would like to enrol in, as well as which subjects would be most appropriate for them. The options available will provide opportunities for students to explore areas of interest, and possibly provide the foundation for course/subject selection in later years.

It is for these reasons that students must make wise choices, based on carefully considered information and advice from adults who are looking after their best interests. Don't, for example, choose subjects purely on the basis that your friends have chosen them – apart from the risk of not enjoying the work or not succeeding in those subjects, there is no guarantee that you will be placed in the same classes anyway! Year 10 provides an opportunity for students to explore and develop a deeper understanding of a wide range of subjects.

The 2021 timetable will be created from the selections that students make; it is for this reason that subject changes may **not** be possible unless there are exceptional circumstances. It is important that students take every opportunity to talk over their choices with parents/guardians, teachers, careers advisor, and coordinators who want to advise and support individuals through this process.

Students' personal and social development is also of great importance at this time and hopefully extra-curricular activities, such as sporting events, productions, leadership, and other activities, will engage students whilst at school.

I hope you enjoy taking this next step forward and facing the challenges ahead as you continue your education at Scoresby Secondary College.

Mr Tony Stirling

Head of Senior School

Year 10 Course Guidelines

Welcome to the Senior School at Scoresby Secondary College. This handbook contains information about selecting subjects for Year 10 in 2021. Before deciding upon any subject of study, students and parents/guardians are advised to read this handbook carefully and seek further clarification if required.

In order to cater for the needs of individuals, Scoresby Secondary College offers a more flexible curriculum structure for Year 10 students which provides:

- A rigorous and in depth course/pathway counselling process that gives students and parents/guardians a thorough understanding of their options at Year 10 and beyond;
- A curriculum that gives students a choice of subjects they can select from to best cater for their needs, interests, and abilities; and
- A structure that provides the opportunity for access to some VCE or VET Unit 1 and 2 Units for suitably qualified Year 10 students. The decision about whether a student will be recommended for inclusion in this program will be made by the Senior School Transition Team in consultation with the Year 9 Team to ensure the student has the best possible chance at succeeding in any advanced placement.

Victorian Curriculum

The Victorian Curriculum sets out what every student should learn during their first eleven years of school (Prep-Year 10). The curriculum is the common set of knowledge and skills required by students for life-long learning, social development, and active and informed citizenship.

The Victorian Curriculum incorporates the Australian Curriculum and reflects Victorian priorities and standards. Scoresby Secondary College's curriculum reflect the Victorian Curriculum Learning Areas and Capabilities:

LEARNING AREAS	GENERAL CAPABILITIES
The Arts	Critical and Creative Thinking
• Dance	Ethical Capability
• Drama	Intercultural Capability
• Media Arts	Personal and Social Capability
• Music	
• Visual Arts	
• Visual Communication Design	
English	
Health and Physical Education	
The Humanities	
• Civics and Citizenship	
• Economics and Business	
• Geography	
• History	
Languages	
Mathematics	
Science	
Technologies	
• Design and Technologies	
• Digital Technologies	

Selecting a Year 10 Course

The timetable at Scoresby Secondary College operates on a two week cycle of 25 periods per week (ie: 50 periods per cycle). A cycle program for a Year 10 student will comprise of English (8 periods) and Mathematics (8 periods) along four other subjects (8 periods per cycle). There will also be a period a week where student can complete other learning activities.

Students will be required to undertake three core subjects; English, Mathematics, and General Science, while the remaining subjects will be electives. The “elective subjects” make up the balance of the student’s course and choices should be made remembering the need to maintain a broad subject selection in order to retain potential for a range of future study options and a clear pathway beyond Year 10. Subject selection should be made after consultation with parents/guardians and teachers. Scoresby Secondary College reserves the right to refuse a course structure if it is felt to be limiting and/or detrimental to a student’s future success or pathway.

Year 10 Course Structure

Compulsory Subjects

English

Mathematics

General Science (Semester length)

Elective Choices

The Arts (Semester length courses)

Humanities (Semester length courses)

Health and Physical Education (Semester length courses)

Digital Technology (Semester length courses)

Languages - Chinese (Full year course)

Science (Semester length courses)

VCE (Full year courses)

Electives may be withdrawn if the number of students selecting that unit is below the minimum numbers to run. Note, some other small classes may exist where the programs are eligible for additional external funding to resource them.

Victorian Certificate of Education (VCE)

Students who would like to undertake a VCE Units 1 and 2 subject at Year 10, should indicate their interest on the Course Selection Sheet. All students considering this option should note these are full year courses. Access to a VCE is dependent on Year 9 individual academic results and availability of places after Year 11 students have been accommodated. Students should be aware that a VCE subject, if approved, will replace two of their elective choice units. Information about the range of VCE subjects offered at Scoresby Secondary College can be found within the VCE section of this handbook.

Criteria for entry to a VCE subject at Year 10

Students are advised the following criteria will be used to assist in determining positions made available to Year 10 students to enter a VCE subject in 2021:

- Overall Year 9 results;
- Demonstrated well developed organisational ability and time management skills;
- Availability of the Unit of Study elective; and
- Participation in course counselling with a member of the Senior School staff; (ie: Assistant Principal, Year Level Coordinator, Careers Advisor)

The final access to a VCE Subject will be made after discussion between the Senior School Transition Team and the relevant teachers.

Curriculum

Year 10 is an important year as students start a year of preparation for their studies in Year 11 and 12 and is therefore an opportunity for students to experience a range of subjects which will help them make sensible choices for Year 11 and 12.

The following should be taken into account when choosing a Year 10 program:

- Personal interests;
- Academic strengths;
- Tertiary and career pathways; and
- Continuing Languages – there are many inherent benefits of studying a language other than English in Unit 3 and 4.

Year 10 is organised in semester units. There are five semesters of compulsory units including two units of English and two units of Mathematics and one semester of Science. The remaining seven semester units are elective and there are no restrictions on choices. For some students it will include the opportunity to study a VCE subject. All subjects in Year 10 provide an introduction to and preparation for VCE studies.

It is important that students make careful selections of elective subjects to provide both depth and breadth in their course, allowing them to explore strengths, interests, and preferences before committing to a subject in VCE.

KIOSC

KIOSC may also offer additional TAFE “Trade Tasters” in which students can participate.

Enhancement

Enhancement subjects are subjects which students complete a year ahead of normal; for example a Year 11 subject completed by a Year 10 student. Selection of students to all enhancement programs is rigorous. In order to enter an enhancement subject, students must have strong results in **all** subjects.

Continuation in an enhancement subject is dependent on the student’s results in this subject, all other subjects, and their teacher’s recommendation. They will have demonstrated outstanding achievement in the study and all other subjects.

Students wishing to complete an enhancement subject (other than Maths and English) should select it as one of their electives. The list of students wishing to complete an enhancement subject will be thoroughly checked by subject teachers, Teaching and Learning Leaders, and the sub school management team before the final list is announced prior to the end of the year.

Final selection is determined with the Principal, Assistant Principal, Head of Senior School or their delegate(s).

Work Experience

All Year 10 students are expected to complete a period of work experience in June.

In preparation for Work experience students will undertake the ‘Preparing for Work Experience’ activities delivered by the Careers Coordinator. The Careers Coordinator can assist students to find their own work experience places. There is an extensive database of employers available in the Careers Room for students to access. Students will be required to complete the DET Safe@Work Occupational Health and Safety program before they begin their work experience. During the placement all students will be contacted by the College, either with a personal visit or a phone call. Students will receive written assessment by the employer, describing the employability skills they have demonstrated. Participation in the Work Experience program is designed to assist students in planning their future pathway.

What subjects are available to Year 10 students?

The table below states the subjects available for Year 10 students. More detailed unit descriptions are outlined in the following pages.

There are a selection of Unit 1 and 2 (Year 11) subjects available to students.

***Final subjects offered are dependent upon student demand.**

Core Subjects

<p>English</p> <p>English</p>	<p>Mathematics</p> <p>Mathematics</p>	<p>Science</p> <p>General Science</p>
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Elective Subjects

<p>The Arts</p> <p>Art</p> <p>Drama</p> <p>Media</p> <p>Music</p> <p>Visual Communication and Design</p>	<p>Health and Physical Education</p> <p>Health</p> <p>Physical Education</p>	<p>Humanities</p> <p>Commerce</p> <p>Geography</p> <p>History</p>
<p>Languages</p> <p>Chinese—Mandarin</p>	<p>Science</p> <p>Biology / Psychology</p> <p>Physics / Chemistry</p>	<p>Technology</p> <p>Design Technology - Materials</p> <p>Food Studies</p> <p>Digital Technology</p>

VCE subjects available (refer to VCE section of Handbook)

<p>Drama</p> <p>Media</p> <p>Studio Arts (Art)</p> <p>Visual Communication and Design</p> <p>Health and Human Development</p>	<p>Physical Education</p> <p>Business Management</p> <p>History</p> <p>Legal Studies</p> <p>Language - Chinese—Mandarin</p>	<p>Biology</p> <p>Psychology</p> <p>Food Studies</p> <p>Product and Design Technology</p>
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English

English encourages students to develop as critical, imaginative and creative thinkers. When we speak, listen, read and write well, we are better equipped to understand, critique and appreciate the world around us, including our Australian identity.



Learning Focus

Students produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes. They learn to be critical and independent users of texts and language appropriate to situations in school, in their daily lives and in the workplace.

Students read and respond to a range of classic, contemporary and popular texts. They develop a critical understanding of the contemporary mass media. They explore and interpret different perspectives on complex issues, analysing how different texts are likely to be interpreted by different groups.

Students use writing to explore different perspectives on complex and challenging issues. They develop their skills in writing appropriately and effectively in a range of text types for a variety of purposes and audiences. They practise writing expressively about thoughts, feelings, opinions and ideas, and constructing considered arguments to persuade others to share a point of view.

Students listen to and are provided with opportunities to produce a range of spoken texts in a variety of formal and informal situations characterised by complexity of purpose and subject matter.

In spoken, written, visual and electronic texts students apply their skills to planning and developing formal arguments about complex issues, and use evidence systematically to justify points of view and develop logical conclusions.

Assessment Task

- Writing tasks
- Text Response
- Oral Presentation
- Analysis of Arguments
- Comparative Essay
- Examination

Mathematics

Year 10 Mathematics is a continuation of the Victorian curriculum that is studied in Years 7, 8 and 9. It builds on the skills that have been learnt in these past years and helps students to prepare for mathematical studies in VCE or VCAL.

Learning Focus

Number and algebra

Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions. They represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.

Measurement and Geometry

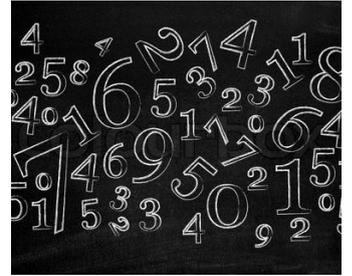
Students solve and explain surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes.

Statistics and Probability

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media. They list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments.

Year 10 Assessment Tasks

- Tests
- Project work
- Examination



Science

Year 10 Subjects

- General Science (core)
- Advanced Biology and Psychology (elective) - refer to science elective section
- Advanced Physics and Chemistry (elective) - refer to science elective section



General Science

Learning Focus

Students will work to develop an understanding of how DNA and genes influence the transmission of heritable characteristics from one generation to the next. They will review the evidence to support scientific theories such as atomic theory and Newton's Laws of Motion.

Students will examine the construction of the periodic table and how our understanding of atomic structure and elemental properties lead to its development. They will examine how different types of chemical reactions are used to produce a wide range of chemicals and how a variety of factors can influence the speed at which a reaction occurs.

Students will examine how the motion of large objects can be described and predicted using physical laws such as Newton's three laws of motion.

Students will explore how our scientific understanding is challenged, changed and refined over time through a process of review by the scientific community. Students will examine how advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries. Students will examine how the values and needs of contemporary society can influence the focus of scientific research.

Assessment Tasks

- Practical reports
- Research projects
- Logbook
- Tests
- Examination

The Arts

Learning Focus

Students design, make and present art works. They develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues with concrete and abstract concepts to generate ideas.



Students experiment with, select various combinations and manipulate in order to realise their ideas, represent their observations and communicate their interpretations of issues and concepts. Students consider others' perspectives when seeking solutions. They develop a personal style and become more independent in their approach to exploring, developing and refining art works.

Students experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes, and a variety of media, materials, equipment and technologies. Students consider purpose and presentation context when they prepare and present art works to different audiences.

Students use evaluation and reflection on their arts experiences to improve the making and presenting of their arts works. They maintain a record of their exploration, development and refinement of ideas, use of elements and principles and/ or conventions and application of techniques and processes when making and presenting their art works.

Students develop knowledge and understanding of key concepts, techniques, processes and practices associated with particular art forms. They develop aesthetic and critical awareness through observation, research, discussion and analysis of art works. They compare art works to consider similarities and differences in the styles, themes, intentions and aesthetic qualities. They develop skills in presenting and justifying personal interpretations of, and opinions about, art works using appropriate art language.

Year 10 Subjects

- Art
- Drama
- Media
- Music
- Visual Communications

VCE Options

- Drama - Units 1 & 2
- Media - Units 1 & 2
- Studio Art (Art) - Units 1 & 2
- Visual Communication and Design – Units 1 & 2

The Arts

Art

Within Art, students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Assessment Tasks:

- Visual diary of development work, class notes and handouts
- Folio of completed artworks
- Art theory and analysis assignments
- Examination

Drama

Students will study the characteristics of eclectic theatre styles in depth focusing on dramatic storytelling. They will explore and workshop styles such as: Poor Theatre, Epic Theatre and Theatre of Cruelty. Students will experiment with non-naturalistic and naturalistic theatrical conventions and dramatic elements to create an ensemble and/or solo performance around a stimulus that reflects personal, cultural and/or community experiences and stories. During this elective students will build on reflective and critical thinking as they comment on the process of the creation of their own work, the work of their peers and professional performances, how they are shaped and given meaning.

Students will see a live performance and reflect on the performance style conventions conveyed. Students will comment on how the use of theatrical conventions, dramatic elements and stagecraft enhance a devised performance.

Assessment Tasks:

- Assignments
- Performances
- Examination

Media

Students participate in practical and theoretical learning about the construction and reception of media texts. They form understanding of genre, stereotypes and methods through media texts that convey meaning. Through these understandings, students are able to plan for and build skills in a group short film tasks and construct individual photographic representations. Students learn the value and importance of the media production process when creating a media product, from planning through to realisation.

Assessment Tasks:

- Film Genre Analysis
- Assignments
- Short films and Production exercises
- Representation Photography
- Examination

The Arts

Music

Students develop themselves in collaboration with original musical artists currently recording and managing their EP launches in the Australian Music Industry.

Students will have the opportunity to develop a live set of material in collaboration with a practicing industry artist. Students will learn from and perform alongside selected artists to enhance their creative and industry knowledge. Innovative song-writing and arranging techniques will be explored to foster original and creative musical outcomes. Students will continue exploring music production software and its ability to integrate and enhance live performances. The study of music theory topics will continue to develop each artist's musicianship.

Music industry studies will include making an impact as a musical artist in the industry and releasing/promoting your own material.

Assessment Tasks:

- Live performance
- Musicianship
- Composition / Arranging
- Examination

Visual Communication

Visual Communication Design conveys ideas and information to an audience through visual language. In Visual Communication Design students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

Assessment Tasks:

- Visual diary of development work, class notes and handouts
- Folio of visual communication design solutions
- Design theory and analysis assignments
- Examination

Health and Physical Education

Learning Focus

Students develop proficiency in a range of high-level movement and manipulative skills and focus on ways of improving their performance during games, physical activities and sports.

Students investigate different components of fitness, how they vary between activities and how they contribute to the wellbeing of people at different stages of their lives. They investigate community facilities available for health and physical fitness activities, engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities. They develop, implement and evaluate a personal fitness plan.

Students describe social and cultural factors which influence the development of personal identity, including the development of identity as it relates to gender. They discuss ways to express independence and rehearse strategies for being assertive when protecting their own and others' health.

Students discuss relationships. They explore issues related to sexuality and sexual health. They learn strategies to support themselves and other young people experiencing difficulties in relationships. They investigate and evaluate policies and practices in relation to sexual and racial harassment, homophobia and/or discrimination.

Students examine factors that impact on one's health and how they can impact in a positive or negative way.

Students explore assertiveness and resilience strategies. They learn to use simple health data to identify the major causes of illness, injury and death in Australia. They investigate the health of a selected population group. Students also develop an event for a target group based on the needs identified. They develop skills in working and leading a team.



Year 10 Subjects

- Health Education
- Physical Education

VCE Options

- Health and Human Development – Units 1 & 2
- Physical Education – Units 1 & 2

Health and Physical Education

Health Education

Health in Year 10 examines physical, social 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 compare the health of different population groups in Australia and consider reasons for the differences. They examine the area around them and identify aspects that can be positive or negative for health. Students work collaboratively to develop a health promoting activity for a focus group within the school community. Topics include:

- What is Health?
- Health of different population groups
- Factors affecting Health
- Sexual Health and Sexual Health Issues
- Common diseases & conditions
- Development of a health promoting event
- Identity

Assessment Tasks:

- Workbook
- Assignments
- Topic Tests
- Examination

Physical Education

Physical Education provides students with an introduction to topics cover in VCE Physical Education while also providing students with the knowledge and skills required to lead an active lifestyle. Through the course students will undertake both theory and practical lessons where they will put theoretical knowledge into practice.

Topics covered include:

- Assessment of Physical Activity
- Human Anatomy (Musculoskeletal cardiorespiratory systems)
- Energy Systems
- Fitness Components
- Biomechanical Principles
- Training Principles and Methods
- Training Programs

Assessment Tasks:

- Workbook
- Assignments
- Practical work
- Topic Tests
- Examination

Humanities

Learning Focus

The Year 10 Humanities program at the college includes studies in **Commerce, Geography** and **History**.

Year 10 Subjects

- Commerce
- Geography
- History

VCE Options

- Business Management – Units 1 & 2
- History – Units 1 & 2
- Legal Studies – Units 1 & 2



Commerce

Learning Focus

Students learn how the Australian economy is managed, particularly within the international economic context. They investigate the relationship between economic growth, ecological sustainability and the standard of living.

Students research economic problems (eg: whether tolls should be charged on freeways).

- Running a small business
- Personal finance
- Consumer protection
- Economics of the market
- Politics for everyday living
- Investigating economics
- Law in Action

Assessment Tasks

- Research assignment on a topical issue
- Folio of exercises
- Topic Test
- Starting a Business Project
- Integrated Project
- Examination

Humanities

History - the Rise of Nazism

Learning Focus

After Germany's defeat in World War 1 the country was faced with significant political, economic and social problems. Moving forward from traditional imperial rule, Germany embarked on a new democratic era known as the Weimar Republic. High unemployment, harsh living conditions and the impossibility to meet the unrealistic demands of the Treaty of Versailles meant that the Weimar government was doomed to fail. From this turmoil emerged the charismatic and unrelenting leader, Adolf Hitler, who not only changed German history, but the history of the whole world. Throughout this semester, students will study a range of topics including the Treaty of Versailles, the Weimar Republic, and the rise of the Nazi Party, Nazi propaganda, the Holocaust, Germany at War and the aftermath of the 2nd World War

Assessment Tasks

- Assignments
- Folio of exercises
- Topic Test
- Examination

Humanities

Geography

Learning Focus

Students examine one geographical issues (population geography) and investigate the impact of population displacement on the natural environment and global resources. Students use an inquiry-based approach to examine issues at the local, national and global level.

Students research and compare two countries and the impact of environmental issues and/or conflict which has led to population movement. They investigate the impact of projects, policies and strategies involved in assisting displaced population during and after their re-settling in a new area.

Students apply geographical techniques (eg: mapping) to interpret environment changes throughout a period of time. This comprises the study of physical and human environments from a spatial perspective. It evaluates and explains the changing patterns that shape human and natural environment. Topic focuses include population geography, standards of living and environment degradation/sustainability. Students investigate and predict trends in the area of our ever moving population and the reason for this. Students analyse global responses to these issues and propose ongoing strategies for management.

Topics include:

- Reasons for displacement (case studies)
- Impacts/consequences of conflict and natural disasters on populations
- Humanitarian Aid
- Quality of life—comparisons
- The world's response—projects, policies and strategies

Assessment Tasks

- Classwork
- Tests
- Assignment
- Presentation
- Examination

Languages - Chinese—Mandarin

Learning Focus

Students compare and contrast aspects of life in the LOTE-speaking countries with those in Australia and other countries, and identify similarities and differences.

Students learn to recognise their language proficiency and develop strategies for extending their language skills, knowledge and cultural understanding.

Students interact to exchange information and opinions on topics such as leisure and relationships. By participating in classroom discussion and by writing, students expand their knowledge of spoken and written conventions.

Students understand the cumulative nature of language learning. They are aware of the distinctive cultural, social and linguistic nature of the study of language. They understand the need to extend and reinforce their learning in a sequential and systematic way.

Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks. They use a range of communicative tools and ICT applications. They communicate in response to prompting and experiment with language in new contexts.

Learning Activities

Students participate in general conversation, language drills, rotating pair work and role plays to develop their oral skills. They identify information in listening and reading comprehension tasks and re-use this information to respond to questions or use it in another context.

Students write letters, postcards and short texts, create posters and complete grammar exercises to demonstrate their writing skills.

Students use ICT to reinforce their language skills, research cultural knowledge and create visual presentations.

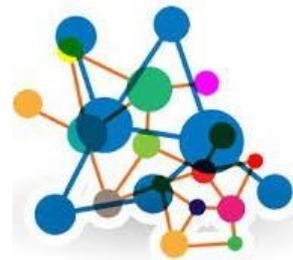
Assessment Tasks

- Oral performances – unscripted dialogue, role plays, conversation tasks, oral report
- Listening Comprehension tasks
- Reading Comprehension tasks
- Writing folio – personal and informative pieces
- Tests
- Assignments
- Examination



Science

In addition to the general science, students are able to select up to two advanced science courses. In these two advanced science electives, students will conduct a number of projects designed to broaden their understanding of Chemistry and Physics or Biology and Psychology. Students have the opportunity to engage in a number of extension projects focussed on two VCE areas of science in each elective. The aim of these courses is to provide a deeper level of engagement for students considering VCE science as a course selection.



VCE Options

- Biology – Units 1 & 2
- Psychology - Units 1 & 2

Advanced Biology and Psychology

This unit introduces students to the scientific fields of Biology and Psychology in order to assist them in making informed decisions when considering VCE options. In Biology, students will explore the topics of Cells and Microscopes, Scientific method and Evolution. Students are introduced to the many different branches of Psychology as well as the general principles and methodologies that are typically applied across the entire field.

Assessment Tasks

- Practical Investigation / Exercises
- Assignments
- Topic Tests
- Examination

Advanced Physics and Chemistry

In this subject, students conduct long investigations in topics that require knowledge from both scientific disciplines. The course is designed to reflect real scientific endeavour which often requires collaboration from scientists from a wide variety of disciplines. Potential areas of study include food science, future fuels and the greenhouse effect.

Assessment Tasks

- Reports
- Forensic Investigation
- Poster Presentation Examination

Technology

Learning Focus

Students specialise in an area of design and technology. Specialisations focus on materials such as wood, metal, plastics, ceramics or food. Alternatively, specialisations focus on systems such as computer- controlled systems, robotics and electronics or on areas such as foods or furniture.

Students work with design briefs and consider and investigate aspects of function and aesthetics. They develop their capacity to model, assemble and disassemble products and systems and communicate their ideas verbally and in written form, with two-dimensional drawing and three-dimensional modelling.

Students explore and assess the past and future consequences of technology on society, culture and the environment. Using annotations and through discussion, students explain and justify design features and properties of selected materials/ingredients, systems components and production techniques in relation to the design brief.

Students safely and efficiently construct products, models or prototypes to specifications and standards. They make decisions about safety precautions and wear personal protective clothing and equipment. Students develop skills in using a range of techniques, equipment and tools. They learn to use time and resources economically and try to minimise waste.

Students develop appropriate evaluation criteria and use them to assess design ideas, choice of materials/ingredients and/or systems components, production techniques and/or performance of a system.



Year 10 Subjects

- Design Technology - Materials
- Food Studies
- Digital Technology

VCE Options

- Food Studies – Units 1 & 2
- Design Technology - Units 1 & 2

Technology

Design Technology - Materials

Through the construction of self-designed projects following the eleven steps of the design process, students investigate the properties and characteristics of wood and construction. Students study methods of joining and shaping this material. Students also study and practise the design processes in their folios to develop ideas and working drawings for their serving trays, footstools and furniture projects which along with joinery form the basis of their assessment tasks. Students learn to use the appropriate tools, how to finish projects to a high standard and about safety.

Assessment Tasks

- Folio & Workbook
- Learning exercises – Practical productions
- Assignments
- Examination

Food Studies

This unit extends the food preparation skills to prepare students for VCE Food Studies. Key focus areas for this unit are personal hygiene, food safety and handling, food labelling, food evaluation, food preservation techniques and food chemistry. Using the design process students produce solutions to a food futures forecast which identifies food trends for the years ahead. Students explore complex preparation and preservation techniques and demonstrate safe food handling practices when selecting tools and equipment.

Assessment Tasks

- Folio & Workbook annotations
- Record of Practical productions
- Design Process Production Assignment
- Examination

Digital Technology

This unit introduces students to software applications and programming languages that provide solutions to Digital Technology. Applications cover a range of Microsoft software applications and HTML.

Assessment Tasks

- Folio of Classwork
- Assignments
- Examination

VCE Requirements

Students wishing to undertake a Unit 1&2 subject while in Year 10 will need to understand the requirements of VCE and for the selected subject will be considered a Year 11.

VCE studies are made up of semester length units, representing approximately 100 hours of work involving classroom instruction and self-directed learning. Studies offer a sequence of four units, with one unit designed to be studied in each of the four semesters over two years. Students at Scoresby Secondary College usually study twelve units in Year 11 (made up of Unit 1 and 2 subjects; some students may be able to undertake a Unit 3 and 4 subject while in Year 11) and ten units in Year 12 (made up of Unit 3 and 4 subjects). It is recommended that entry into Year 12 depends upon satisfactory completion (S) of at least eight units at Unit 1 and 2 level.

To be awarded the VCE Certificate:

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

- At least three units of English, two of which must be a Unit 3 and 4 sequence; and
- Three sequences of Units 3 and 4 studies, other than English. This can include VCE VET Unit 3 and 4 sequences.

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be fulfilled for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the VCAA requirements.

School Assessed Coursework (SAC)

School Assessed Coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess students' understanding of the unit's learning outcomes.

School Assessed Tasks (SAT)

A small number of studies have School Assessed Tasks. These assessment tasks are part of the regular teaching and learning program. They must be completed mainly in class time. They are to be completed in a limited timeframe. These are extended assessment items that usually require a folio presentation.

In 2021, Food Studies, Media, Product and Design Technology, Studio Arts, and Visual Communication and Design have School Assessed Tasks.

Determining and reporting grades

Students' scores will be determined from the assessment criteria specified by the VCAA.

To ensure that schools' assessments are comparable throughout the state, schools' scores for SACs and SATs are moderated in a process involving the General Achievement Test (GAT), and, if necessary, their assessments will be reviewed by the VCAA.

Students and their parents/guardians should be aware that if a student fails to demonstrate the outcome requirements for a task on the first attempt, the student may be allowed to attempt a redemption task. **If the task is one which is graded, the original grade cannot be altered; only the N (not satisfactory) can be changed to an S (satisfactory) if the student achieved the stated outcomes on the second attempt.**

Attendance

At Scoresby Secondary College **ALL** students in Years 11 and 12 are required to attend College **for a minimum of 95% of scheduled classes to complete the year or the semester unit satisfactorily**. Absences covered by medical certificates or appropriate professional evidence are not normally deducted. Lateness to class will be treated on a pro-rata basis. If students are ill and have missed the date for completion of coursework, a valid medical certificate must be provided immediately on return to school before the student will be allowed to undertake coursework which has been missed. **In Year 12, medical certificates must be handed to the Head of Senior School.** The College cannot accept medical certificates where a doctor is unable to confirm that a student was ill **on a particular day**.

Assessment in the VCE is continuous and is based on completion of set tasks throughout the year. Students need to attend regularly and may have their enrolment reviewed if attendance at the College is poor. Where a student has completed work but there has been a substantive breach of attendance rules meaning that work cannot be authenticated and the College therefore wishes to assign **N** to the unit, the College must assign **N** for one or more outcomes and thus the unit.

Absence on the day of a SAC

On the day of a School Assessed Coursework (SAC) task, each student is expected to attend every lesson on his/her timetable prior to the SAC. If a student arrives significantly late to their first class or misses any class without a satisfactory reason as outlined below, the student may receive a penalty.

If a student misses a timetabled class, the process they should follow to request that their absence be approved is one of:

- the student obtains a medical certificate prior to the SAC and it explains why they were absent for only part of the day and that they are now fit to sit for the SAC;
- the student missed the class prior to the SAC with extenuating circumstances that can be verified (eg. Sick Bay) and that did not allow the student to gain an advantage for study purposes; and/or
- the Head of Senior School or Year Level Coordinator is contacted prior to the SAC, outlining reasons for an absence/lateness, allowing them to provide advice.

In all instances, the onus is on the student to contact the College prior to the SAC to advise of their situation unless there are extenuating circumstances. The Head of Senior School reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.

Authentication of Students' Work

The VCAA states that:

- Students must ensure that all unacknowledged work is genuinely their own.
- Students must acknowledge all resources used, including:
 - text and source material; and/or
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from any other person in the preparation and submission of work.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a breach of rules may be penalised.
- Students must sign the *Declaration of Authenticity* at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

If a suspected breach of the rules about authentication occurs:

- The parents/guardians/students concerned will be notified, and invited to appear before a panel. Parents/guardians cannot advocate on behalf of students.
- The student will be invited to present evidence to the panel in support of their case and given an opportunity to explain their position.
- The panel, after deliberation, may impose the following penalties if a breach has been identified, including:
 - ⇒ reprimand a student;
 - ⇒ give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA;
 - ⇒ refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an N or an S upon the remainder of the work;
 - ⇒ refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder; and/or
 - ⇒ refuse to accept any of the work if the infringement is judged to merit such a decision, in which case an N will be awarded for the outcome.

Appeals

Students have a right of appeal to the VCAA against the decision of the Principal if a penalty has been imposed because of a breach of the VCAA rules set out above.

There is no appeal to the VCAA in the case of a school refusing to accept the late submission of work.

VCE General Information

Special Provision

Arrangements are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Students are eligible for Special Provision for school based assessment if their ability to demonstrate achievement is adversely affected. Special Provision in Year 12 is determined by VCAA after application.

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or from being assessed against the outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning, assessment programs and ability to demonstrate their capabilities are affected by illness, impairment or personal circumstances.

Note: Special Provision will not be given to a student who has been absent from school or study for prolonged periods. Where prolonged absence has occurred, it may be necessary to repeat the Unit.

A student who misreads an exam timetable will not be eligible to apply for Special Provision. Teacher absence and other teacher-related difficulties are not acceptable grounds for consideration.

Enhancement

Enhancement subjects are subjects which students complete a year ahead of normal; for example, a Year 12 subject completed by a Year 11 student. Selection of students to all enhancement subjects is rigorous. In order to enter an enhancement subject, students must have strong results in **all** subjects, and high grades in the subjects directly related to the enhancement subject.

Continuation in an enhancement subject is dependent on the student's results in this subject, all other subjects and their teacher's recommendation. They will have demonstrated outstanding achievement in the study and all other subjects.

Students wishing to complete an enhancement subject (other than Maths and English) should select it as one of their choices. The list of students wishing to complete an enhancement subject will be thoroughly checked by subject teachers, Teaching and Learning Leaders and the sub school management team before the final list is announced prior to the end of the year.

Final selection is determined with the Principal, Assistant Principal, Head of Senior School, and/or their delegate.

The Arts - Drama

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

Unit 1: Introducing performance styles

Students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Assessment Tasks

- Journal
- Written report/s
- Performance/s
- Examination

Outcomes

1. Devise and document solo and/or ensemble drama work/s based on experiences and/or stories.
2. Perform a devised drama work/s to an audience.
3. Analyse the development and performance to an audience of their devised work.
4. Analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Unit 2: Australian Identity

Students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions.

Assessment Tasks

- Journal
- Performance/s
- Written report/s
- Examination

Outcomes

1. Devise and document the processes used to create a solo or ensemble non-naturalistic performance work.
2. Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
3. Analyse the development, and performance to an audience, of their devised work.
4. Analyse and evaluate a performance of a drama work by Australian practitioners.

The Arts - Media

The media is everywhere. We use it every day and it is such an important part of our lives. However, we generally don't think about how we learned to understand it and what its impact might be. Does the media influence us? Definitely! Is this influence a good thing or a bad thing? Both! Is it important to learn about how and why the media works as it does? Absolutely! How can we do it? Enrol in the challenging, thought provoking and entertaining VCE Media Studies course.

Unit 1: Media Forms, Representations and Australian Stories

Students develop an understanding of audiences and the core concepts underpinning the construction or representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products.

Assessment Tasks

- Analysis of representations
- Production Design plan
- Film Production
- Examination

Outcomes

1. Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
2. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative Across Media Forms

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement consumption and reception.

Assessment Tasks

- Oral Presentation
- Production Design plan Film production
- Australian Media organisation analysis
- Examination

Outcomes

1. Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
2. Apply the media production process to create, develop and construct narratives.
3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

The Arts - Studio Art

Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making.

Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process.

Unit 1: Studio inspiration and techniques

Students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Assessment Areas:

- Researching and recording ideas
- Studio Practice
- Interpreting art ideas and use of materials and techniques
- Examination

Outcomes:

1. Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
2. Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
3. Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2: Studio exploration and concepts

Focus on establishing and using a studio practice to produce artworks. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter.

Assessment Tasks:

- Exploration of studio practice and development of artworks
- Ideas and styles in artworks
- Examination

Outcomes:

1. Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
2. Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

The Arts - Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Students employ a design process to generate and develop visual communications. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

Unit 1: Introduction to visual communication design

Students focus on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

Assessment Tasks:

- Drawing as a means of communication
- Exploration of design elements and principles
- Visual communications in context
- Examination

Outcomes:

1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and principles to create visual communications that satisfy a stated purpose.
3. Describe how visual communications in a design field have been influenced by the past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of visual communication design within design fields

Students focus on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications.

Students incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Assessment Tasks:

- Technical drawing in context
- Type and images in context
- Applying the design process
- Examination

Outcomes:

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Apply stages of the design process to create a visual communication appropriate to a given brief.

Health and Physical Education - Health and Human Development

Health and Human Development take a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organisation's definition and other interpretations of health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts. They consider Australian and global contexts as they investigate variations in health status between populations and nations.

Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Unit 1: Understanding health and wellbeing

Students look at health and wellbeing as a concept with varied and evolving perspectives and definitions.

Students investigate the World Health Organisation's (WHO) definition and also explore other interpretations.

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status.

Assessment Tasks:

- Case Study
- Written report
- Data Analysis
- Examination

Outcomes:

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing health and development

Students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives.

Students look at changes and expectations that are part of the progression from youth to adulthood.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Assessment Tasks:

- Research report
- Test
- Examination

Outcomes:

1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Health and Physical Education - Physical Education

Physical Education explores the complex interrelationship between anatomical, biomechanical, physiological and skills acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Unit 1: The human body in motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

Assessment Tasks:

- Written report
- Test
- Laboratory report
- Examination

Outcomes:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2: Physically activity, sport and society

Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Assessment Tasks

- Written report
- Test
- Laboratory report
- Examination

Outcomes

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.
3. Implement and promote programs designed to increase physical activity within a selected group.

Humanities - Business Management

Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Assessment Tasks:

- A business simulation exercise
- A business research report
- Case study analysis
- Examination

Outcomes:

1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2: Establishing a business

Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Assessment Tasks:

- Research Activity
- Case study analysis
- Examination

Outcomes:

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Humanities - 20 Century

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 discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Unit 1:

World War I is seen by many as a turning point in history, causing many political, social, military and cultural changes, as well as leading to World War II only twenty years later. In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars, with emphasis on the Russian Revolution. Students will examine the emergence of Communism after the October 1917 Bolshevik Revolution, and the consequences for Russia's internal and international relations, including the rise of Stalin.

Assessment Tasks:

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Examination

Outcomes:

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Unit 2:

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Post-World War II and 1945, the United Nations was intended to resolve issues of conflict; however, this is a period dominated by Cold War paranoia and scares. Investigation focuses on the study of the Vietnam War, both Australian and American involvement, and the role of protest movements in ultimately ending the conflict. Increasingly, groups turned to alternative methods to achieve change, namely terrorism. Students will investigate the use of terrorism in the second half of the 20th Century as a mechanism for achieving change.

Assessment Tasks

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Examination

Outcomes

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts (popular protest and terrorism) in the second half of the twentieth century and analyse the consequences for nations and people.

Humanities - Legal Studies

Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice system, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case). Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system.

Unit 1: Guilt and liability

Students develop an understanding of legal foundations, such as the different types sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. Students develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Assessment Tasks

- Tests
- Examination

Outcomes

1. Describe the structure of Commonwealth and Victorian Parliament, the types and sources of law, and the elements of an effective law.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Unit 2: Sanctions, remedies and rights

Students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case/civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases and form a judgements about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

Assessment Tasks

- Test
- Report
- Examination

Outcomes

1. Explain the key concepts in determining of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Evaluate the ways in which rights are protected in Australia, in comparison to another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Science - Biology

Biology is a diverse and evolving scientific field that tries to understand and explore the nature of life, from simple micro-organisms to complex animals. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms have things in common. VCE Biology 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 it continues from generation to generation. You will also consider emerging issues with the development and application of modern biotechnology.

Unit 1: How do living things stay alive?

Students will be introduced to some of the challenges to an organism in sustaining life. Students will examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. Students will analyse types of adaptations that enhance the organism's survival in a particular environment.

Assessment Tasks

- Practical work folio of activities or investigations
- Tests
- Examination

Outcomes

1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Unit 2: How is continuity of life maintained?

Students will focus on cell reproduction and the transmission of biological information from generation to generation. You will learn that all cells are derived from pre-existing cells through the cell cycle and examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. By using chromosome theory and terminology from classical genetics, you will learn to explain the inheritance of characteristics and analyse patterns of inheritance.

Genetic screening and its social and ethical issues are examined.

Assessment Tasks

- Practical work folio of activities or investigations
- Tests
- Examination

Outcomes

1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells growth and cell differentiation and in medical therapies.
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcome of genetic crosses and identify the implications of the uses of genetics screening and decision making related to inheritance.
3. Investigate and communicate a scientifically substantiated response to a question related to an issue in genetics and/or reproductive science.

Science - Psychology

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. Students explore how people think, feel and behave through the use of a biopsychosocial approach. Students explore the connections between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. This unit investigates the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Assessment Tasks:

- Research investigations, annotated folio of practical activities, media response, oral presentations, tests, essays, debates, data analysis or evaluation of research.
- Structured questions
- A Report of practical activities
- Tests
- Examination

Outcomes

1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Unit 2: How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. This unit investigates how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Assessment Tasks:

- Research investigations, annotated folio of practical activities, media response, oral presentations, tests, essays, debates, data analysis or evaluation of research.
- Structured questions
- A Report of practical activities
- Tests
- Examination

Outcomes

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Technology - Food Studies

Food Studies focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between Food Studies as they develop their skills in food preparation. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Assessment Tasks

- Records of Practical Activities
- Written report
- Examination

Outcomes:

1. Identify and explain factors in the development of global food supply.
2. Describe patterns of change in Australia's food industries and cultures and use foods indigenous to Australia and introduced through migration.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Assessment Tasks

- Design and develop food product in response to a need in the school community
- Design and design a food product in response to a need in a domestic situation
- Examination

Outcomes:

1. Describe Australia's food industries, analyse relationship between consumers and produces, discuss safe food supply and design a food product for commercial purposes.
2. Compare and evaluate food products made in different settings, explain the influences on food production at home and design and create a food product that could be used commercially.

Product Design and Technology

Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. Students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

Unit 1: Sustainable product redevelopment

Students focus on the analysis, modification and improvement of a product design with consideration of sustainability. Students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product.

Assessment Tasks

- Design portfolio and written report
- Records of Practical Activities & Product
- Examination

Outcomes:

1. Design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.
2. Select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2: Collaborative design

Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

Students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Assessment Tasks

- Design portfolio and written report
- Records of Practical Activities & Product
- Examination

Outcomes:

1. Design and plan a product or range of products collaboratively in response to a design brief.
2. Justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product/s against the design brief.



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