2013 Middle School Handbook
Year 10
Religious Education

The Role of the School in Young People's Education in Faith
Home, school and local church each have a distinctive role to play in young people's education in faith. While the home provides the fundamental spiritual and moral baseline for young people, their spiritual lives can be enhanced by participation in the life and worship of a local religious community and this can be built upon and enhanced by religious education at school.

The formal classroom religion curriculum, the liturgical and prayer life of the school, retreats and religious camps, pastoral care and the ethos of the school all contribute to young people's education in faith.

The formal classroom religion class is especially concerned with giving young people a knowledge and understanding of their own religious faith tradition. It also helps young people to learn how to think critically about religious and social issues.

The prayer life and the liturgical life of the school are to help students become familiar with Catholic religious practices and to help develop the religious and prayer dimensions of their own lives. The practice of prayer and liturgy is complemented by the study of these areas in the formal religion curriculum.

Prayer and Liturgy
The celebration of the liturgy of the Eucharist is a fundamental part of the religious life of the school. In addition to special celebrations of the Mass, which involve the whole school community, there are celebrations of liturgy at class and year levels. The development of young people's capacity to join in the liturgy meaningfully is enhanced by a liturgical education through the formal religion curriculum.

Religion teachers arrange a program of liturgies, involving class members in the planning and celebration of these prayer services.

Retreat Programme
The Retreat programme is an integral part of the Religious Education Programme and the College actively encourages all students to take part in them to further their personal and faith development. The retreat programme provides students with the opportunity to:

- Take time to reflect and find an experience of God in their lives - in their families, at school, with our friends, in their communities and within themselves.
- Build on the positive relationships between students and between teachers and students.
- Spend time exploring important issues in their lives.
- Develop a sense of community on Retreat whereby they can experience the special significance of celebration through liturgy.
- Take time to thoughtfully and prayerfully reflect on life and concerns they may have.
- Remove the demands of study and timetables to allow time-out for personal reflection.
- Observe the ways they can apply Retreat outcomes to everyday life.
- To link the relevance of their concerns to the insights given through Gospel stories and reiterated in the life and values proclaimed by Jesus.

Aims of the Religious Education Program
The aim of the formal Religious Education curriculum is to enable students to become well educated in their own religious tradition.

* To help students to clarify their own religious thinking and attitudes.
* Religious Education makes a valuable contribution to young people's growth toward moral autonomy and spiritual maturity.
* To help students develop a knowledge and understanding of religion which has been an integral part of the life of people throughout recorded history.
* To develop a familiarity with terms that will help students understand and express religious concepts.
Course Content
The study of Religion at each year level is based on the Awakenings Religious Education Curriculum as issued by the Catholic Diocese of Ballarat. Awakenings is a developing program which has its core eight organising strands. Each of these strands is covered within Years Seven to Ten Religious Education course at MRC.

* God
* Jesus Christ
* Church
* Christian Prayer
* Religion and Society
* Scriptures
* Christian Life
* Sacraments

The Year 9 course will cover the following strands:
- Sacraments: Eucharist, the source of life.
- Scripture: Who is Jesus?
- Church: The Church in Australia. The Sisters of Mercy.
- Christian Prayer: Relationship with God through prayer and meditation

The Year 9 Retreat is run by Chris Doyle who comes to the College from NSW every year. His input is invaluable and students respond to his work in a very positive manner.

The Year 10 course will cover the following strands:
- God: Stewardship towards the environment
- Jesus Christ: Death and New Life.

The Year 10 students also take part in a Christian outreach program which enables them to move out of the classroom and experience the opportunity to work with others within the wider community. The students select from a wide range of placements available eg. Aged care facilities, adult learning centres, primary schools and day care facilities. Each student will spend an afternoon each week for approximately eight weeks working with the clients at these facilities. This work forms the basis for reflection, sharing and learning about the wider ministry of the church in the world.

Year 10 students are given the opportunity to experience a retreat, which allows them to discover more about themselves and the issues, which will become part of their life experience. For this reason, students are taken in separate gender groups for an overnight retreat.

Timetable Structure
Religious Education is a Core Subject at Year 9 and Year 10 and is timetabled for 4 periods a fortnight.

Level of Achievement
There are two forms of assessment:

1. Outcomes
Based on the decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
English

Rationale
In English, students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. In accordance with VELS objectives, the Year Nine and Ten course requirements work towards the achievement of Level Six by the end of Year 10. All students are assisted in their learning by the use of varied and stimulating programs. English is concerned with a wide range of texts and media in print and electronic forms, including imaginative literature, popular fiction and nonfiction, personal writing, commercial and workplace texts, everyday communication, plays, film and other multimedia texts.
The English Domain has three dimensions:
• Reading
• Writing
• Listening and speaking

Course Content
Reading
At Level 6 students read, view, analyse and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss informative and argumentative texts, such as current affairs and news articles, features, editorials, documentaries and reviews. They identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts. They synthesise information from different texts to draw conclusions.

Listening and Speaking
At Level 6 students critically analyse the relationship between texts, contexts, speakers and listeners in a range of situations. When engaged in discussion, they compare ideas, build on others’ ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations, they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations. They draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest an audience.

Writing
At Level 6 students write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution. They select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information. They compose a range of other texts, such as feature articles or web pages. They plan and deliver presentations, sequencing and organising complex ideas, and proofread and edit their own writing for accuracy, consistency and clarity.

Timetable Structure
English is a core subject at Year 9 & 10 and is allocated 9 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment:
1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome.
2. Assessment Tasks
Graded level of achievement ranging from outstanding to ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Mathematics

Rationale
Mathematics involves various practices that take place day to day in communities around the world. Aims for essential learning in mathematics include developing useful mathematical and numeracy skills for successful general employment and functioning in society, solving practical problems in mathematics, especially industry and work based problems. The students develop an understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as discipline - its big ideas, history, aesthetics and philosophy. As students work towards the achievement of Level 6 standards in Mathematics, they extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. They recognise the role of logical argument and proof in establishing mathematical propositions.

Strands
The proficiency strands Understanding, Fluency, Problem solving and Reasoning are an integral part of mathematics content across the three content strands.
* Number and Algebra
* Measurement and Geometry
* Statistics and Probability
The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored and developed.

Course Content at Year 9
* Number Skills
* Pythagoras
* Algebra
* Linear Equations
* Measurement
* Statistics
* Linear Graphs
* Trigonometry
* Probability
* Problem Solving

Course Content at Year 10
* Rational and Irrational Numbers
* Algebra and Equations
* Linear Graphs
* Probability
* Statistics
* Quadratic Equations
* Quadratic Graphs
* Trigonometry
* Circle Geometry
* Simultaneous Equations
* Exponential Functions
* Measurement

Timetable Structure
Mathematics is a core subject at Year 9 & 10 and is allocated 9 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment:
1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit of study.
   (S) – Satisfied the Outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
   These tasks assess a student’s level of achievement for each unit of study ranging from outstanding to ungraded.
   For Satisfactory Completion
   Students must achieve an “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
* VCE Mathematics
* VCAL Numeracy
Rationale
A fundamental goal for science education at Mercy Regional College is to stimulate, respond and nourish curiosity, wonder and questioning. Science education at Mercy Regional College aims to develop students who are capable of engaging in informed debate about science and its applications. It provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. It enables all students to appreciate the significance of science for the long-term future of our society. The values of respect for the environment (living and non-living), opinions and ideas of others, honesty in collecting and presenting data and evidence. These values explore and encourage debate about the relationship between science, society and technology. Students are made aware of safe practices and are encouraged to act responsibly when conducting investigations. As students progress through their schooling they develop skills in the safe use of scientific apparatus, the safe handling of living and non-living organic materials and correct use and disposal of chemicals.

Course Content
The science course is structured in way that enables students to work towards achieving the Victorian Essential Learning Standards for Level 6 Science which are organised in the two dimensions:
- Science knowledge and understanding
- Science at work

Topics covered at Year 9 include:
- Homeostasis
- Electricity (measurement and devices)
- Chemical Energy
- Light and Sound
- Materials in society
- Dynamic Earth
- Microbiology

Topics covered at Year 10 include:
- Flowering Plants
- Chemistry in Society
- Chemical Reactions
- The Mysterious Universe
- Issues in Science (Ethics)
- Motion and Forces
- Genetics
- Natural Selection

Timetable Structure
Science is a core subject at Years 9 and 10. The period allocation at Year 9 is 7 periods per fortnightly cycle. The period allocation at Year 10 is 8 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment

1. Outcomes
Based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit
- S – Satisfied the outcome
- N – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded for Assignments, Practical Reports, Topic Tests and end of Semester Exam.

For Satisfactory Completion
Students must achieve a ‘S’ in all outcomes to satisfactorily complete the semester

Future Opportunities
- V.C.E Biology, Chemistry, Physics, Agriculture and Psychology
Physical Education

Rationale
The course aims to encourage understanding of the need for physical activity and the benefits of a physically active life. The course therefore exposes the students to a diverse range of outdoor and indoor sports. The knowledge, understanding and skills gained in these sports will assist the students in making informed choices about their future activity patterns. The same assessment procedures will apply from Year 7 to 10. The course is mainly of a practical nature, however assessment will be covered on all theoretical topics. These include Nutrition, Skills Acquisition, Fitness and Body Systems.

Course Content at Year 9
The students participate in a range of activities including the following:
* Aerobics
* Basketball
* Handball
* Lacrosse
* Athletics
* Fitness Testing
* Minor Games
* Table Tennis
* Speed Ball
* Badminton
* Tennis
* Soccer
* Swimming

Course Content at Year 10
The students participate in a range of activities including the following:
* Swimming
* Athletics
* Fitness testing
* Cross Country
* Fitness; aerobics, circuit
* Volleyball
* Tennis
* Netball/Korfball
* Football Codes
* Cricket

Timetable Structure
Health & PE are core subjects at Year 9 and 10. Health & PE are combined and given a 6 period allocation at Year 9. Health & PE are combined and given a 7 period allocation at Year 10.

Level of Achievement
There are two forms of assessment:

1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
V.C.E. Physical Education
Health

Rationale
Students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.

Course Content at Year 9
Semester One - Fitness
What is fitness?
Fitness Components
Energy Systems
Fitness Testing

Semester Two - Sport
Sport, recreation and games
Sporting heroes
Women in sport
Sport and the Media

Timetable Structure
Health & PE are core subjects at Year 9 and 10. Health & PE are combined and given a 6 period allocation at Year 9.
Health & PE are combined and given a 7 period allocation at Year 10.

Level of Achievement
There are two forms of assessment:

1. Outcome
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
V.C.E. Physical Education
V.C.E Health & Human Development

Course Content at Year 10
Semester One Topics include:
  * Mental health and surrounding issues
  * Risk taking behaviour and safety

Semester Two Topics include:
  * Healthy Eating and Exercise
  * Training Programs
  * Anatomy and Physiology

Course content at Year 9

Semester One - Fitness
What is fitness?
Fitness Components
Energy Systems
Fitness Testing
Students at Year 10 have a wide choice of units from which to choose. Each unit will run for one semester and will be studied for either four, five or nine lessons per fortnight. Students will complete six units over the year, three in the first semester and three in the second semester. Two units each semester will be selected from the Year 10 Elective options and one unit from the VCE/VET Block, which will be allocated nine periods per fortnight.

**How do I choose which subjects to do?**

You must choose subjects in which you are interested. If you don't think that you will like a subject then don't choose it! You have a wide choice of things to do so take care to select carefully.

Remember that the choices you make now will have an effect on which subjects you study every year from now on. For example; if you choose to drop Graphic Design at the completion of Year (9) it will be much more difficult to pick it at VCE level.

**Process of Subject Selection**

Throughout the year each student will complete six elective units. Students must have completed by the end of the year a minimum of:
* 1 x Technology Unit (Food Tech, Woodwork, Computer Applications, Textiles, Automotive)
* 1 x Visual or Performing Art Unit (Art, Art Photography, Media, Graphic Design, Music, Drama, Dance).

**Remember**

When choosing subjects only consider what you want to do. It doesn’t matter what your friends are doing, they may not like all the same things that you do, so don’t consider them when picking subjects. You must not consider subjects because of the teacher, as you do not know who will be teaching a subject next year.

**What subjects have special conditions?**

One elective block contains subjects with a VCE or VET sequence [Units 1 & 2] and we will endeavour to honour your choice. This is so students can build on their skills previously acquired. All other electives will be studied for a semester only therefore giving you a range of subject choice.

**Will all subjects run?**

This depends on students’ choices. There may be some subjects, which very few students choose. If this is the case then these subjects may not run. On the other hand if many students choose a particular subject then it may run a number of times. In short – NO, not all subjects will run. Student interest will dictate which subjects run.

**When must I hand in my form?**

Forms must be submitted no later than Monday 17th September to the school office.

**Any Questions?**

If parents or students have any questions relating to the Year 10 electives program, please contact the Director of Learning and Teaching, Mr Chris Grant, or Mrs Leanne Carpenter the Head of Middle School Learning & Teaching at the College in person or phone (03) 55932011.

**Semester Based Electives offered at Year 10 include the following:**
* Agriculture
* Art
* Advanced Computer Applications
* Automotive (Mechanical)
* Athletic Peak Performance
* Construction Science
* Commerce
* Drama
* Dance
* Media
* Art Photography
* Food Technology
* Graphics

* Geography
* Journalism
* Literature / Short Stories
* Music
* Textiles
* Woodwork

Students complete 4 of the above electives!

**VCE/VET Elective Block (these subjects are designed to be studied in sequence throughout the year and therefore students only select one of the subjects below):**
* VCE History Units 1/2
* VCE Business Management Units 1/2
* VCE Psychology Units 1/2
* VCE Outdoor Education Units 1/2
* VCE Health and Human Development Units 1/2
* VCE Accounting Units 1/2
* VCE Dance Units 1/2
* VCE Physical Education Unit 1/2
* VET Hospitality Units 1/2
* VET Building & Construction Units 1/2
* VET Furniture Units 1/2
* VET Fitness Units 1/2

**Timetable Structure**

Students complete two semester based electives, each elective is allocated 4 or 5 periods per fortnight.

The VCE/VET Block is allocated 9 periods per fortnight.
**Year 10 Art Electives**

**Art**

**Rationale**
Students use a variety of starting points to work with the art elements and principles of visual communication. They generate and extend their ideas through research into the elements of art and a variety of art genres and styles. Students explore personal beliefs and opinions about social and cultural issues to develop subject matter for their work. They explore a range of art forms in relation to specific themes and continue to develop competence in a wide range of media and materials. The students will present and provide ongoing assessment of their own finished artworks, including how their work should be displayed.

**Course Content**
- Explore and develop a range of art forms to themes
- Use of Visual diaries to generate ideas
- Exploring a wide range of media and materials
- Assessment and evaluation of artworks
- Research the cultural and historical backgrounds of artists

**Art Photography**

**Rationale**
This subject is concerned solely with the production of photographs. Students learn how to operate cameras as well as the equipment used in the manipulation and printing of images. Students are introduced to themes and subject matter typically addressed by photographers. Included amongst these are portraiture, landscape, still life, documentary and ‘action’ photographs.

Research topics cover the work and practices of a range of different photographers. Time is also spent looking at art elements and principles of design and utilising them in practical situations. Students will look at different presentation techniques for completed photographs as well as providing assessment of their own work.

**Course Content**
- Exploration of a range of media and materials associated with the creation of photographic artworks.
- Exploration of themes and topics common to photographic artworks.
- Use of photographic equipment and ICT in the creation of photographic artworks.
- Research and reporting on historical and cultural contexts of artists working in the field of photography.
- Use of visual diaries to generate and explore ideas.

- Application of art elements and principles of design in the planning and production of artworks.
- Assessment and evaluation of photographic artworks.

**Media**

**Rationale**
The media is a growing, increasingly wide-ranging field. Journalism, public relations, advertising, communication studies, information management, broadcasting, TV and film are some of the many subjects that it includes. Communication in all its forms is becoming more sophisticated, and demanding a more educated workforce.

This unit introduces students to movie production by exploring different genres. Over the semester they will develop skills and techniques of basic media production related to filmmaking.

**Course Content**
- Explore movie genres
- Explore how characters are portrayed
- Explore media technologies
- Develop skills and techniques of media production such as editing techniques
- Learn how to develop a script and storyboard
- Explore how filmmakers convey values and issues.

**Level of Achievement**
There are two forms of assessment:

1. **Outcomes**
   - Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   - (S) – Satisfied the outcome
   - (N) – Not satisfied the outcome

2. **Assessment Tasks**
   - Graded level of achievement ranging from Outstanding to Ungraded
   - For Satisfactory Completion
   - Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 10 Technology Electives

Ag Science (Welding)  
**Rationale**  
In this unit students study local agricultural and horticultural operations and the factors that influence them, including those of historical, environmental, social and economic nature. Our main aim at Mercy is to provide as wide an agricultural/horticultural experience as possible. This is achieved by taking excursions to existing enterprises and seeing them in operation. For much of the unit the students participate in a “short course” delivered by South West College of TAFE at Glenormiston, dealing with farm metalworking. The unit is counted as a credit towards the Certificate II in Agriculture.

**Course Content**  
- Innovations and inventions in agriculture  
- Farm safety  
- Arc welding  
- Oxy-acetylene  
- MIG and TIG welding  
- Soldering  
- Plastic welding

Woodwork  
**Rationale**  
The students design and construct a wood production piece that can be used as indoor furniture. The students discuss and follow safe work practices, and use design briefs to work through the technology process to continually review and improve their work. They identify social and environmental implications of using various materials, and evaluate the properties of wood in their construction. They discuss other materials, which compliment their wooden production to ensure its longevity. They refer to organisations that monitor quality control of wood productions, and the processes required to meet their standards.

**Course Content**  
Students are required to designs and produce a hallway table using the design process. Students produce a 3D CAD model, implementing their own design concepts. The students then construct their hallway table in the workshop.  
- Investigation of materials for suitability  
- Design process and 3D CAD drafting  
- Quality of Material Preparation  
- Economics – cost of production  
- Structural Details – joints and structural strength  
- Presentation of final product

Computer Applications  
**Rationale**  
Year 10 Computer Applications aims to provide students with an advanced level of skills, using a variety of computer software programs. It expands their problem solving skills, relevant to the software they use throughout the course. It helps the student more fully develop an understanding of how computers are used in a business environment and gives an insight into the programming languages that underpins the software used at Mercy.

**Course Content**  
  - Word processing - using Microsoft Word  
  - Spreadsheets - using Microsoft Excel  
  - Web Design - using Adobe Dreamweaver  
  - Databases - using Microsoft Access  
  - Computer programming - using Visual Basic, html, Logo  
  - Computer graphics – using the Adobe Creative Suite and other programs for digital manipulation

Level of Achievement  
There are two forms of assessment:  
1. Outcomes  
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.  
(S) – Satisfied the outcome  
(N) – Not satisfied the outcome  
2. Assessment Tasks  
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion  
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 10 Textiles Electives

Textiles

**Rationale**

Year 10 Textiles students at Mercy Regional College learn more about a variety of materials and about the processes and equipment used to manipulate materials to produce garments and craft items. They devise a procedural plan in which they detail the materials to be used and the tools and processes to be adopted. Students construct garments and models to specified levels of accuracy and precision. They regularly check their progress and modify designs when required using a greater range of equipment and machines. Students continue to follow safe work practices and develop a thorough knowledge and understanding of safety requirements both of the work area and of individual tools and pieces of equipment.

**Course Content**

* Follow commercial patterns to construct garments.
* Recognise and test different fabrics and their suitability for leisure and sports wear.
* Investigate the different style of clothing and study and visit fashion outlets.
* Investigate different methods for creating fabric design by using fabric dye, embellishments such as buttons, lace, threads, and beads.
* Fun with fabrics and commercial products to create sculptures and jewellery.

Food Technology

**Rationale**

Year Ten Food Technology is a more advanced study of food. Because the food sector is dynamic and creative, Food Technology aims to promote links between food enjoyment, food preparation and education towards wise food choices. We live in a multicultural society so the subject seeks to acknowledge the different cultures and foods that are part of Australia. The subject provides students with the opportunities to acquire skills and knowledge when selecting, preparing and consuming foods that contribute to a healthy lifestyle. Students are expected to organise appropriate ideas to fulfil the constraints of design folio pieces. Final choices of recipes are evaluated in line with the constraints.

**Course Content**

* Investigate different preparations and cookery methods
* Select and safely work with a range of tools and equipment
* Skill practice in observation, measuring accurately, following instructions, analysis, interpretation and assessment of products
* Plan and order food
* Develop innovative ideas to suit design briefs

Level of Achievement

There are two forms of assessment:

1. **Outcomes**
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. **Assessment Tasks**
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion

Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 10 Performing Arts Electives

Drama
Rationale
Students in Year Ten Drama further develop ideas for drama from a variety of sources and create roles and characters in response to and in collaboration with others. They extend upon their knowledge of stagecraft through workshop activities and individual tasks. Students structure drama by organizing the elements and applying appropriate skills, techniques and processes.

Course Content
* Generate and develop ideas for Drama from a variety of sources
* Create roles and characters in response to and in collaboration with others
* Explore dramatic forms such as mime, improvisation, role-play and dance drama to convey meaning
* Investigate a variety of historical dramatic styles

Music
Rationale
Music provides the opportunity for the students listen, analyse and respond critically and creatively to music from a range of geographical, social and cultural contexts. Students use a range of practices, including those associated with listening, analysis, and creativity, to develop their understanding of ways which music can be designed, created and performed.

This unit focuses on a broad survey of music form different styles, traditions, times and places. Students will analyse a range of works, including music form non-western style or tradition. They will learn about the characteristics of elements of music and consider ways that music creators use elements of music and compositional devices to make works.

Course Content
* Response to Music
* Investigate the elements of Music
* Creative Responses

Dance
Rationale
Students complete regular practice of dance skills to gain proficiency in a broad range of technical skills and to gain physical fitness.

Course Content
* Dance skills
* Dance Theory - Force and flow of movement, Body actions and Unison
* Dance Composition - Unison and Contrast, Spacial placement, Level, Time, Canon

Level of Achievement
There are two forms of assessment:

1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 10 Electives

Automotive (Mechanical)
Rationale
Students in Year Ten Automotive are presented with a general overview of the automotive industry. They study the construction and maintenance of the internal combustion engine and the science involved in the vehicle design and construction.

Course Content
* Principles of workshop safety.
* Functioning of internal combustion engines, large and small
* Maintenance of internal combustion engines
* Vehicle specifications
* Roadworthyness requirements
* Automotive safety features
* etc

Athletic Peak performance
Rationale
This unit is related to nutrition and is geared towards the athlete; nutrition for athletic performance. In the unit the students study all the nutritional areas (eg fats, protein, hydration, energy systems etc.....).

Course Content
* All the nutritional areas (eg fats, protein, hydration, energy systems etc.....).
* Students are required as a group to complete some kind of physical accomplishment. This could be involvement in a long distance run (Mrc running club) or another endeavour.

Commerce
Rationale
We are exposed to business and commerce everyday of our lives. Students who take this elective have the opportunity to become more aware of many of the underlying issues that individuals, businesses and governments contend with on a regular basis.

Course Content
* Evolution of trade
* The World Around Us; Economics in Society
* Consumer Education
* International Issues

Journalism
Rationale
What is journalism really about? Learn the art of researching, interviewing, writing stories and taking media photos. Explore the media sphere in both a local, national and international context and investigate media affairs. Visit reporting aspects in a multi-media world and create your own media websites, vlogs, blogs and other dimensions of this exciting profession. See real-life media rooms spring into action. Be a newspaper editor one day, a T.V presenter the next...this unit will leave you with a feeling of exhilaration and a sense of accomplishment.

Course Content
* Students will be able to write in media style for newspaper, radio, television and on-line.
* Students will understand the principles of setting up photo shots suitable for media texts.
* Students will create, edit and finalise a ‘current affairs’ T.V story.
* Students will edit work to a standard suitable for publication.
* Students will gain a basic understanding of the media in a local, national and international context.
* Students will experience ‘life in the day of a media professional’ through an excursion to media outlets.

Level of Achievement
There are two forms of assessment:
1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 10 Electives

**Construction Science**

**Rationale**
Construction Science is essentially the study, design and construction of a model bridge or similar structure. Concepts studied include tension, compression, stress, strain, torque etc.

**Course Content**
* Concepts studied include tension, compression, stress, strain, torque etc
* The students will build a scale model of their design
* The students will test strength, capacity, etc of their scale model.

**Literature / Short Stories**

**Rationale**
Students investigate all aspects of the creation of children's stories. They write and produce a creative story for young children.

**Course Content**
* Gain an understanding of print text appropriate for young children.
* Gain an understanding of how to construct a picture book for young children.
* Gain an understanding of how to engage with young children.
* Gain an understanding of how to relate Socially and Emotionally with young children.

**Geography**

**Rationale**
Students develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere; for example, the hydrologic cycle, plate tectonics or the weather.

**Course Content**
* Students investigate the interaction of human activities with the natural environment through a study of issues such as global warming and climate change, land degradation and desertification, and air and water pollution.
* Students develop skills to evaluate the factors contributing to the development of these issues, identify strategies to address them and explore ways of managing them.

**Level of Achievement**
There are two forms of assessment:

1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Psychology

Rationale
The study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Structure
The study is made up of four units:

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Unit 1
This unit introduces the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, such as neuropsychology, cognitive, social and human developmental psychology. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

On completion of this unit the student should be able to:
• Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
• Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2
In this unit students explore the influences on the formation of attitudes of individuals and behaviours of groups. Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives.

On completion of this unit the student should be able to:
• Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.
• Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Unit 3
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory. They apply different theories of memory and forgetting to their everyday learning experiences.

On completion of this unit the student should be able to:
• Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.
• Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. They build on their understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness.

On completion of this unit the student should be able to:
• Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
• Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In the study of Psychology the student’s level of achievement will be determined by school-assessed course work, a mid-year examination and an end-of-year examination. Percentage contributions to the study score in Psychology are as follows:
• Unit 3 school-assessed course work: 20 %
• Unit 4 school-assessed course work: 20 %
• End-of-year examination: 60 %
Health and Human Development

Rationale
The study of Health and Human Development provides an opportunity for students to investigate health and human development issues across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities.

Structure
The study is made up of four units:

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Unit 1: The Health & Development of Australia’s Youth
This unit focuses on the health and individual human development of Australia’s youth. Students identify issues that impact on the health and individual human development of Australia’s youth. They investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

On completion of this unit the student should be able to:
• Describe the dimensions of, and the interrelationships within and between, health and individual human development.
• Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
• Outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual human development and health issues
This unit focuses on the lifespan stages of childhood and adulthood. There are many determinants of health and development of Australia’s children; however, social environments such as the family and community are crucial, as children develop through their relationships with others.

On completion of this unit the student should be able to:
• Describe and explain the factors that affect the health and individual human development of Australia’s children.
• Describe and explain the factors that affect the health and individual human development of Australia’s adults.
• Analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

Unit 3: Australia’s Health
Students explore the ways in which the health status of Australians can be measured. Students explore how different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health. They investigate the funding for the Australian health system the Australian initiatives designed to promote health in Australia.

On completion of this unit the student should be able to:
• Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

Unit 4: Global health and development
This unit takes a global perspective on achieving sustainable improvements in health and human development. It is about expanding people’s choices and enhancing capabilities, having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives.

On completion of this unit the student should be able to:
• Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
• Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
The individual school will determine the level of achievement.

Units 3 and 4
School-assessed course work and examination:
• Unit 3 school-assessed course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
Rationale
VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

Structure
The study is made up of four units:

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

On completion of this unit the student should be able to:
- describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.
- describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

On completion of this unit the student should be able to:
- describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
- evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Unit 3: Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

On completion of this unit the student should be able to:
- explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
- analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Unit 4: Sustainable Outdoor Relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

On completion of this unit the student should be able to:
- evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
- analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
Percentage contributions to the study score in Outdoor and Environmental Studies are as follows:
- Unit 3 school-assessed course work: 25 %
- Unit 4 school-assessed course work: 25 %
- End-of-year examination: 50 %
Physical Education

Rationale
Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity.

Structure
The study is made up of four units:

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Bodies in Motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

On completion of this unit the student should be able to:
• Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
• Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
• Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change.

Unit 2: Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance.

On completion of this unit the student should be able to:
• Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
• Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
• Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the NPA Guidelines.
• Use data collected in activities to analyse how the body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 3: Physical activity, participation and physiological performance
This unit explores physical activity and sedentary behaviour from a participatory and physiological perspective. They apply a social-ecological model to identify a range of Australian strategies that are effective in promoting participation in regular activity. Students investigate the contribution of energy systems to performance in physical activity.

On completion of this unit the student should be able to:
• Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the NPA Guidelines.
• Analyse and evaluate strategies designed to enhance performance or promote recovery.

Unit 4 Enhancing Performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

On completion of this unit the student should be able to:
• Plan, implement and evaluate training programs to enhance specific fitness components.
• Analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
Percentage contributions to the study score in Physical Education are as follows:
• Unit 3 school-assessed course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
Accounting

Rationale
Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

Structure
This subject is made up of four units.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.

Unit 1: Establishing and operating a Service Business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

On completion of this unit the student should be able to:
• describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
• Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Unit 2: Accounting for a Trading Business
This unit focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. They suggest strategies to the owner on how to improve the performance of the business.

On completion of this unit the student should be able to:
• Record financial data and report accounting information for a sole trader.
• Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.

* Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Unit 3: Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

On completion of this unit the student should be able to:
• Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
• Record balance day adjustments and prepare and interpret accounting reports.

Unit 4: Control and analysis of business performance
This unit focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. They suggest strategies to the owner on how to improve the performance of the business.

On completion of this unit the student should be able to:
• Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
• Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Accounting the student's level of achievement will be determined by school-assessed course work, and an end-of-year examination. Percentage contributions to the study score in Accounting are as follows:
• Unit 3 school-assessed course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
Rationale
In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Structure
The study is made up of four units.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Unit 1: Small business management
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

On completion of this unit the student should be able to:
• explain and apply a set of generic business concepts to a range of businesses.
• apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
• explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

On completion of this unit the student should be able to:
• explain and apply a range of effective communication methods and forms in business-related situations.
• apply and analyse effective marketing strategies and processes.
• apply and analyse effective public relations strategies and tactics.

Unit 3: Corporate management
In this unit students investigate how large-scale organisations operate. They develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

On completion of this unit the student should be able to:
• describe and analyse the context in which large-scale organisations operate.
• describe and analyse major aspects of the internal environment of large-scale organisations.
• identify and evaluate practices and processes related to operations management.

Unit 4: Managing people and change
This unit commences with a focus on the human resource management function. It then progresses to the analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

On completion of this unit the student should be able to:
• identify and evaluate practices and processes related to human resource management.
• analyse and evaluate the management of change in large-scale organisations.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Business Management the student’s level of achievement will be determined by School-assessed Course work and an end-of-year examination. Percentage contributions to the study score in Business Management are as follows:
• Unit 3 School-assessed Course work: 25 %
• Unit 4 School-assessed Course work: 25 %
• End-of-year examination: 50 %
History Units 1 and 2

Rationale
History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. The study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students’ cultural, economic, social and political understanding while developing analytical skills and using imagination.

Historical understanding is communicated through written, oral and visual forms.

Structure
The study is made up of: Unit 1 Twentieth Century History 1900-1945 and Unit 2 People and Power.

Entry
There are no pre-requisites for this study.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Unit 1: Twentieth Century History 1900-1945
The first half of the twentieth century was marked by significant change. From the late Nineteenth Century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the Twentieth Century. Many of the recurring conflicts of the Twentieth Century had their origins in the post-World War I political treaties and agreements.

On completion of this unit the student should be able to

* analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.
* analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.
* analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

Unit 2: People and Power
Challenge and change are fundamental processes in human history. Discontent and desire to change grow until an established idea or society is challenged. A struggle ensues resulting in ‘old’ and ‘new’ battles for supremacy. Eventually a new balance emerges; but to what extent is there continuity and change? Various concepts such as ‘liberty’, ‘authority’, ‘freedom’, ‘equality’, ‘right’ and ‘truth’ are part of modern-day political language and are often used to justify ideas and actions. However, they need to be historically situated.

In this unit the students will complete a study of American History including colonial America, the American Revolution, the Civil War, the Civil Rights Movement of the ’50s and ’60s and John F. Kennedy’s presidency. The particular focus will revolve around the institution of slavery and the search for real freedom by African-Americans in the post-Civil War period and throughout the twentieth century culminating in the presidency of Barak Obama.

On completion of this unit the student should be able to

* describe a specific form of established authority and analyse the ways in which it was maintained.
* explain the reasons that led individuals and/or groups to challenge the established authority and the way in which their dissent was manifested
* evaluate the degree to which change occurred as a result of challenges to the established authority.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual schools set the levels for satisfactory completion of the Unit 1 and 2 studies. History will include an end of unit examination as part of the examinations programs at mid-year and end-of-year.
The Victorian Certificate of Applied Learning (VCAL) is a new hands-on option for students. The VCAL gives you practical work related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. And like the VCE it is a recognised qualification.

The VCAL is widely used by students as a pathway to university. Students who choose to do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school. If you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind. In fact, any VCE units you complete as part of your VCAL will count towards your VCE, should you decide to transfer between certificate courses.

The VCAL’s flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for the four compulsory strands.

If you successfully complete your VCAL, like your peers who complete the VCE, you will receive a certificate and a statement of results that details the areas of study you have completed.

What do I Study?
With the help of your teacher or careers counsellor, you can develop a VCAL program that suits your particular learning needs and interests. You have the choice of selecting units and modules for each of the following four compulsory VCAL strands:

Strand 1: Literacy and Numeracy Skills
Your VCAL program must include literacy and numeracy skills. These can be selected from VCE English or Maths or other further education studies such as the Certificate in General Education (Adults). The school currently offers VCAL Literacy and Numeracy skills.

Strand 2: Industry Specific Skills
Your VCAL program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET. However, you are not required to focus on, or complete, any single VET certificates to meet the VCAL requirements. And gain experience in a range of vocational areas. The range of VET options is extensive and includes automotive, engineering, building and construction, hospitality and retail, multimedia, IT, Agriculture, horticulture, warehousing and hair and beauty.

Strand 3: Work Related Skills
In order to develop “employability” skills, VCAL gives you the choice of undertaking a structured work placement or part-time apprenticeship/traineeship, part-time work or work experience. You can also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills.

Strand 4: Personal Development Skills
As part of your VCAL program you will participate in community-based projects and/or structured activities that will help develop teamwork skills, self-confidence and other skills important for life and work.

VCE subjects
The students will be required to choose a VCE subject per year to compliment their VCAL course.

FOR MORE INFORMATION:
Please feel free to contact the VCAL staff via email at info@mercy.vic.edu.au

VET VOCATIONAL EDUCATION & TRAINING (V.E.T.)
The intention in offering these programs is to enhance student employment prospects upon the completion of secondary education.

One example of how a vocational program operates is the Australian School Based Apprenticeship. This program involves a large quantity of time spent in practical work experience over a two-year period. The Part time apprenticeship does not include specified subjects within the VCE but it does involve learning units by a Registered Training Organisation, eg. TAFES. Each semester students are credited with a V.E.T. unit towards their VCE.

Currently most students involved in these programs are not at school one day per week to enable them to satisfy the practical requirements of the course. At the end of their secondary schooling students will have their VCE Certificate and a Competency Certificate in their chosen industry.

There is a range of other Vocational options available to students and MRC is investigating methods of expanding the opportunities in our learning community. These courses involve extra costs, which vary between the courses. Currently we have students completing Certificate Two and Three level courses in;

- Agriculture – Dairying
- Automotive
- Building – General Construction
- Business [Office Administration]
- Community Services
- Engineering
- Hairdressing
- Hospitality
- Information Technology
- Retail Operations
- Equine Studies
- Multimedia Studies
- Beauty

VET Hospitality (School delivery)
The VCE VET Hospitality program is designed to provide students with training and skill development for the achievement of competence in food and beverage service and/or commercial cookery. The program will also provide access to a range of potential career paths within the hospitality industry.
The VCE VET Units 3 and 4 sequence incorporates core units such as providing food and beverage service, preparing and serving nonalcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

VET Building & Construction (School Delivery)
The VCE VET Building & Construction program provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry. Building & Construction provides partial completion of the pre-apprenticeship program in three trade specific streams; bricklaying, carpentry and painting and decorating. This program provides a pathway into a building and construction apprenticeship.

What credit will I receive towards my VCE?
You will be eligible for credit of up to four VCE VET units towards your VCE: up to two units at Unit 1-2 level and two Units 3-4 sequence for each qualification in either program.

What credit will I receive towards my VCAL?
The VET Hospitality or Building & Construction program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels of VCAL. V.E.T. Courses are fully accredited within the VCE and most contribute a 10% increment to the ATAR.

FOR MORE INFORMATION:
Please feel free to contact the VET/ASBA staff via email at info@mercy.vic.edu.au

Learning to Care, Caring to Learn