

Every day, a discovery.

Year 10 Curriculum Handbook

one in the spirit

Year 10 Curriculum Handbook

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The information contained in this publication is correct at the time of printing but may be subject to change. Students and parents are advised to refer to Seqta for the most recent updates, prior to making subject selections.

Year 10 Overview

Introduction

The academic program in Year 10 is designed to provide a solid grounding to enable students to pursue with confidence the Casey VCE or Pathways program the following year. Students build their capacity to work independently and work towards becoming autonomous learners as they become VCE and Pathways ready.

Year 10 represents an important transition between the middle and senior years. Students approach this at different stages: some will have a clear view of their future direction; others may prefer to sample a broad range of subject options before committing to the VCE the following year; and others may be contemplating future apprenticeships and work. Accordingly, the Casey Year 10 curriculum offers a range of options. All students complete the list of Core Subjects; in addition, students choose from the Elective program either 4 semester length subjects, 2 year-long subjects or a combination of these two options.

Core Subjects

In Year 10, the core curriculum consists of:

- English
- Mathematics
- Science
- Humanities (History and Geography)
- Health and Physical Education
- Ethics
- Work Skills

All core subjects are designed to build the important foundation skills required for future VCE Studies.

Electives

Students also have the opportunity to extend and enrich their interests and abilities through a choice of the following Year 10 Elective subjects:

- Drama
- French
- Global Economics
- Health and Human Development
- Literature
- Media
- Modern History
- Music
- Product Design & Technology
- Science Extension
- Sports Science
- Studio Arts
- The Legal Maze
- Visual Communication & Design

French runs for both Semester One and Semester Two; Music can be studied in either one or two semesters. The other electives each run for a semester.

Students should be guided by their strengths, values, interests and aspirations when selecting their Elective subjects.

Year 10 Overview

Typically, most students choose 4 Year 10 electives for the year (two in Semester One and two in Semester Two). If students elect to study French (which runs across two Semesters), this leaves them with the choice of two semester-length Electives. The same applies to Music which typically runs for two Semesters, but it is possible to study it for one Semester only. The easiest way to remember all of this is that elective choices need to add up to four: French and Music (where they are studied for two semesters) count as two each, all the others count as one.

VCE Accelerated Study

The majority of VCE studies are undertaken in Years 11 and 12. Where appropriate, however, students in Year 10 are also able to undertake one accelerated VCE subject as part of their Elective program.

This path is not for everyone; it is an accelerated program for students who have demonstrated a readiness to tackle a VCE Unit 1/2 subject earlier than most. Depending on a student's strengths, values, interests and aspirations, they may in fact be better served studying a Year 10 Elective. To be eligible for consideration, students must receive at least a 'Progressing' standard in both English and any other subjects related to the Unit 1/2 VCE subject they might be considering. In addition, the work ethic of students applying for a VCE Accelerated Study needs to be, at the very least, proficient.

Applications to undertake an Accelerated VCE Program will be considered by the Head of Careers and Student Pathways who will evaluate the VCE-readiness of applicants and their ability to meet Entry Point Skills in prospective VCE subjects. Unsuccessful applications to accelerate may be appealed to a Review Panel comprised of the Head of Teaching and Learning and the Head of Senior School. The onus is on the student to provide evidence that they are VCE ready. The decision of the review panel is final.

Unit 1/2 VCE Subjects available as an advanced study include:

- Accounting
- Applied Computing
- Biology
- Business Management
- Outdoor Education
- Psychology
- Theatre Studies

Unit 1/2 Accelerated VCE subjects are conducted over two semesters and they account for two of the four elective choices in Year 10.

Please note, students can study only **one** Accelerated Unit 1/2 Study sequence in Year 10.

Elective Subject Selection

In the final weeks of Term 2 Elective preferences are lodged by students online via the Timetabling Solutions Web Preferences Portal. A link, password and username will be distributed during this time. Due to timetabling constraints, some students may not receive their first Elective preferences. It is therefore vital that careful consideration is given to 'reserve' Elective selections because these will be allocated where it is not possible to grant first round selections. Students will be notified if they have received a reserve preference and all Elective selections will be finalised in Term 3.

Year 10 Overview

Careers and Student Pathways Advice

At Casey Grammar School, students are presented with several pathways suited to their future studies and career interests. Throughout Year 10, guidance from the Head of Careers and Student Pathways ensures students consider prospective courses in future years based on their strengths, values, interests and aspirations. The following year, in Years 11, students are able to undertake either the Casey VCE program (and achieve an ATAR required for University selection) or the Casey Pathways Program aimed at TAFE, an apprenticeship and/or employment.

Curriculum Map

Year 10		
Core Subjects Compulsory	Electives Semester Based	Accelerated VCE / VET Semester One and Two
English	Year 10 Electives <ul style="list-style-type: none"> Drama French (2 semesters) Global Economics Health and Human Development Literature Media Modern History Music (1 or 2 semesters) Product Design & Technology Sports Science Studio Arts The Legal Maze Visual Communication & Design 	VCE Units 1 & 2 <ul style="list-style-type: none"> Accounting Biology Business Management Applied Computing Outdoor and Environmental Studies Psychology Theatre Studies Vocational Education & Training (VET)
Mathematics		
Humanities		
Science		
Health & Physical Education		
Ethics		
Work Skills		

Subject selection requests are made via the Subject Selection Request form.

VCE subject selection request requires the completion of Application to Undertake VCE Studies form in addition to the Subject Selection Request Form.

While we aim to allocate each student their first elective preference, timetabling constraints may mean we need to allocate students one of their reserve elective selections. Electives will proceed depending on numbers.

Year 10 Overview

Elective Subjects Options Map

Option	Semester 1	Semester 2
A	Year 10 Elective	Year 10 Elective
	Year 10 Elective	Year 10 Elective
B	French	French
	Year 10 Elective	Year 10 Elective
C	Music	Music
	Year 10 Elective	Year 10 Elective
D	French	French
	Music	Music
E	Accelerated Unit 1/2 VCE	Accelerated Unit 1/2 VCE
	Year 10 Elective or French or Music	Year 10 Elective or French or Music

High Expectations

Casey Grammar School values excellence in the academic studies of our students. Excellence is measured by the growth of each and every student and improvement over time. When students are achieving their personal best, at whatever standard that happens to be, they have achieved true success and they should be extremely proud of their achievements. First and foremost, we expect our students to learn from their mistakes, listen to the advice of their teachers and enjoy the ongoing learning process. Perseverance and self-discipline are two obvious learning habits that underpin the attainment of each student's personal best.

Year 10 Overview

At Secondary School the benefits of homework are well supported by research. There is never a reason for students to say, no homework tonight, nor is there a reason for students to miss deadlines as the school provides many opportunities to catch up during lunch time, after school and during scheduled study periods. Our teachers set effective and achievable homework. In Year 10 students are expected to complete up to an hour and a half of homework most nights during the week; in addition, they should also set aside some time on the week-end for homework tasks which may include:

- Assigned exercises
- Practising key skills
- Reading (in particular, English novels *must* be read prior to being studied in class)
- Independent research
- Preparatory work for class activities
- Reviewing work and summarising class notes
- Completing past examination questions

It is important to establish effective learning habits prior to the VCE. When there is a pattern of students falling behind in their work a review of the student's learning behaviours will take place in conjunction with the class teacher, Mentor and, if necessary, Head of House.

Reporting of Summative Assessment Tasks

Throughout each semester, students complete assessment tasks set by their teachers that test their level of achievement in the key skills and knowledge in each of their subjects. A series of summative assessment tasks will be reported on in a Statement of Grades issued at the completion of each semester. The Statement of Grades will indicate:

- i) An overall assessment of whether each student is working at the expected level of the Victorian Curriculum
- ii) An assessment of how well students are performing at that level. This will be indicated on a 6-point scale:

Ungraded

No/Insufficient work. No evidence of student achievement

E

0-9%

Emerging

Well below the expected level

E

10-34%

Developing

Below the expected level

D

35-49%

Progressing

At the expected level

C

50-74%

Proficient

Above the expected level

B

75-89%

Exemplary

Well above the expected level

A

90-100%

Year 10 Overview

Formative Assessment

Mid-term, classroom teachers provide a round of formative feedback ('feed-forward') that will enable students to make progress on upcoming assessment tasks by improving upon targeted key skills and knowledge. Formative feedback is written for students and is based on three questions:

Where is the student currently at with their learning?

Teachers acknowledge key skills and knowledge each student has currently demonstrated. This provides not only affirmation but also direction, informing the student that they should focus their future efforts on other key skills and knowledge.

What is the next step for them to take?

Teachers identify the next level of learning achievement the student should take. This should be specific and it should relate directly to a key skill or some key knowledge in the academic program.

How do they get there?

Here the teacher will outline specific strategies to enable a student to reach the next step.

Please note:

Formative Feedback is based on a schedule that acknowledges the different period allocations per cycle of different subjects:

Category A subjects (5 or more periods per cycle) provide formative feedback no later than Week 5 each term.

Category B subjects (4 periods per cycle) provide formative feedback no later than Week 9 of each term.

Category C subjects (3 or fewer periods per cycle) provide formative feedback no later than Week 3 of Terms 2 and 4.

Examinations

Students in Year 10 sit practice examinations at the end of each semester.

In most Year 12 subjects, at least 50 per cent of a student's overall grade depends on exam performance; obviously we cannot expect our students to step into the VCE without any prior examination experience. Practice in the earlier years is vital. The ability to analyse questions and respond in a way that is relevant, being discerning with the information that is presented in support of an answer, and working to strict time limits are all important skills demanded by examinations. With this in mind, our teachers place a great deal of emphasis on feedback to our students after the examinations have been corrected.

At the completion of the examination period, students will be asked to reflect on some important questions. For example, did they:

- understand what the questions were asking them to do?
- complete all parts of the examination in the allotted time?
- know enough information to successfully answer the questions?
- have the necessary skills to complete important tasks?
- manage stress levels so that you could think clearly?

Examinations in the earlier years actually improves student learning. While there is an important role to be played by project work that enables students to demonstrate their ability across a different range of skills and knowledge, examinations are extremely useful in testing a student's breadth of knowledge. Students have an opportunity in an examination to demonstrate what they know (key knowledge) and what they can do (key skills). Revision for examinations improves student learning by strengthening memory pathways to form deep long-term knowledge. Students are required to find meaning, answers and patterns of relevance. Examinations prepare our students for the reality of the VCE, they encourage students to reflect upon the skills and knowledge and they improve understanding across a breadth of knowledge.

Year 10 Overview

Holistic Education

While examinations and assessment tasks are important, students are encouraged to strike a balance in order to take care of their health and well-being. Exercise, healthy eating, sleep and social connections with family and friends play a vital role; indeed, these factors contribute to academic success. When students are happy they have the best chance of learning. The School offers a broad program to involve our students in the full life of the School beyond the regular classroom structure. These may include field trips, camps, lectures and classes during term breaks, classes before and after school hours, and lunchtime tutorials. It is a condition of enrolment that students attend these learning opportunities and fully commit to the School's program.

Year 10

Core Subjects

English

The English curriculum is organised by language modes and strands.

Modes

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. Writing involves students in the process of conceiving, planning, composing, editing and publishing a range of texts. Speaking and Listening refers to the various ways oral language is used to convey and receive meaning. The language modes are interrelated and the learning in one often supports and extends learning of the others.

Strands

In the Language strand, students develop their knowledge of the English language and how it works. The Literature strand engages students in the study of literary texts. The Literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence and fluency.

Curriculum Overview

In Year 10 students are prepared for their VCE experience by completing assessment tasks derived from the VCE English study design. The skills and knowledge required for these tasks align with the Level 10 achievement descriptors in the Victorian Curriculum. Students respond analytically and creatively to texts, developing sustained, personal interpretations. They compare the ideas, issues and themes raised in complementary texts. Students analyse the intended effects of language, argument and structure. They discuss how audiences are positioned by text and then apply this knowledge to their own persuasive writing. Students develop their articulacy, fluency and confidence when presenting their points of view.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Reading and Creating Texts• Reading and Comparing Texts• Analysing and Presenting Argument	<ul style="list-style-type: none">• Analytical text response• Creative text response• Comparative text response• Comparing and analysing the use of persuasive language and argument• A persuasive speech

Year 10

Core Subjects

Ethics

Ethics is a semester based unit that provides students the opportunity to explore current issues, research various perspectives and draw their own conclusions on different topics. During our study of Medical Ethics, students will investigate and complete research on current issues within the medical realm; such as genetic engineering and cloning. They will also study current issues within Animal Ethics through research. In Ethics, students are required to research and identify the key arguments within ethical issues. Using analysis, students make decisions about where they stand on issues and support their decisions with evidence.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Medical ethics• Animal ethics	<ul style="list-style-type: none">• Students complete an assessment task for each unit studied• Assignments ask students to use the process of ethical decision making to complete research and analysis on selected issues

Year 10

Core Subjects

Health & Physical Education

Physical Education at Year 10 aims to develop students' proficiency in performing and refining specialised movement skills in increasingly challenging movement situations. Whilst doing this, students will seek ways to evaluate and refine the quality of their own performance through the use of effective feedback and implementation of appropriate tactical strategies. The course also aims to increase students' motivation to become active, as well as maintain a level of fitness that allows them to participate in many types of physical activities and ultimately maintain a healthy lifestyle as they enter adulthood. Adding to this, students will develop, implement and evaluate a personalised plan for improving their own fitness levels.

The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities. They will also reflect on how ethical behaviour can influence the outcomes of movement activities.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Challenge and adventure activities• Games and sports• Lifelong physical activities• Rhythmic and expressive movement activities• Personal fitness• First Aid and CPR• Anatomy & Physiology	<ul style="list-style-type: none">• Active participation in class activities• Motor skills and tactics• Personal fitness goal evaluation and fitness testing• Topic tests

Additional Information

Because of the school's firm belief in the importance of physical activity, students must participate in this subject. They will not be excused from this subject without a signed note from their parents which explains the nature of their illness. If a physical problem persists, the school will request a doctor's certificate. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are continuing with their learning in the subject.

Year 10

Core Subjects

Humanities - Geography

In Year 10 Geography, students will investigate two units of study: 'Environmental Change and Management' and 'Geographies of Human Wellbeing'. This is a semester based course.

Environmental Change and Management focuses on investigating environmental geography through an in-depth study of a specific environment. Students will explore the environmental functions that support all life, the major challenges to their sustainability and the environmental world views that influence how people respond to these challenges.

Geographies of Human Wellbeing involves the exploration of global, national and local differences in human wellbeing between places. Students will examine different concepts and measures of human wellbeing, and the causes of global differences between countries. Aspects of human wellbeing are investigated using studies drawn from Australia and around the world.

The key inquiry questions are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Environmental Change and Management• Geographies of Human Wellbeing	<ul style="list-style-type: none">• Research• Mapping• Analysis• Note taking• Oral presentations• Fieldwork tasks• Collaborative and independent tasks

Year 10

Core Subjects

Humanities - History

The Year 10 History curriculum provides students with the opportunity to explore the history of the modern world and Australia from 1918 to present. The study of this period requires students to analyse ways in which Australia developed socially, culturally, economically and politically during this time. Students will be able to identify the causes, events, outcome and broader impact of World War II. They will investigate ways in which human rights and freedoms have been ignored, demanded or achieved in Australia and around the world. Finally, students will explore how major global influences have helped shaped Australian society.

The key inquiry questions are:

- How and why did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

This is a semester based course.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Australia at War: World War II• Rights and freedoms (1945 to present)• The globalising world	<ul style="list-style-type: none">• Source analysis• Research• Note taking• Collaborative and independent tasks• Oral presentations

Year 10

Core Subjects

Mathematics

In Year 10 the curriculum is designed to encourage the development of important ideas in more depth and to promote the interconnectedness of mathematical concepts. Year 10 mathematics is streamed into three levels - Advanced, Core and Foundation - designed to prepare students for varying studies in VCE Mathematics.

Advanced Mathematics is an intellectually challenging subject designed for students who enjoy mathematics. This subject does require students to devote greater time and effort to the subject. Advanced Mathematics is assumed knowledge for students undertaking VCE Maths Methods Unit 1 & 2, and/or Specialist Mathematics Unit 1 & 2 in the following year. Following the successful completion of one or both of these, students will be able to attempt different combinations of Year 12 mathematical studies.

Core Mathematics extends students' mathematical knowledge to a wide range of familiar and unfamiliar contexts. Core Mathematics is assumed knowledge for students wishing to study General Maths Unit 1 & 2 in the following year and, on the successful completion of this, students may attempt Further Mathematics Unit 3 & 4 in Year 12.

Foundation Mathematics is a modified mathematics curriculum. The course is designed to give students an appropriate mathematical education, preparing them with the skills needed to function beyond school with a strong emphasis on mathematics used in practical contexts encountered in everyday life. On successful completion students may enrol in Foundation Maths Unit 1 & 2, though there is no option to undertake Units 3 & 4 studies in mathematics.

Units of Study / Topics	Assessment
<p>Advanced</p> <ul style="list-style-type: none"> • Linear Relations • Trigonometry • Indices and Surds • Quadratic Equations and graphs • Exponentials and Logarithms <ul style="list-style-type: none"> • Algebra • Statistics • Measurement • Polynomials 	<ul style="list-style-type: none"> • Topic tests • Assignments • Problem solving • Examinations
<p>Core</p> <ul style="list-style-type: none"> • Linear relations • Trigonometry • Measurement • Finance <ul style="list-style-type: none"> • Algebra • Quadratics • Probability • Statistics • Index Laws 	<ul style="list-style-type: none"> • Topic tests • Assignments • Problem solving • Examinations
<p>Foundation</p> <ul style="list-style-type: none"> • Number • Money, Percentages, Rates and Ratios • Trigonometry • Time and Travel <ul style="list-style-type: none"> • Measurement • Probability • Finance • Statistics 	<ul style="list-style-type: none"> • Topic tests • Workbook • Assignments • Problem solving • Examinations

Both levels incorporate 10 and 10A usage of CAS calculator technology, the CAS calculator needed for 2021 is Ti Nspire CX II CAS.

Many tertiary courses have prerequisites in the area of Mathematics. As such, it is important to be aware of any such prerequisites.

Year 10	Year 11	Year 12	
Foundation	Foundation 1 & 2	Foundation Mathematics 3 & 4	
Core	General Mathematics 1 & 2	Further Mathematics 3 & 4	Successful completion of General Mathematics allows students to attempt Further Mathematics at Year 12.
Advanced	Mathematical Methods 1 & 2		
Core	Mathematical Methods 1 & 2	Mathematical Methods 3 & 4	Students must have completed Unit 1 & 2 Mathematical methods to undertake Unit 3 & 4.
Advanced	Mathematical Methods 1 & 2		
Advanced	Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2	Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4	Students must have completed Unit 1 & 2 Specialist Mathematics to undertake Units 3 & 4. Specialist Mathematics is for students who are passionate about studying high levels of Mathematics at a university level (Mathematics, Science and Engineering) but is not compulsory for the majority of tertiary courses.
		Specialist cannot be done without Methods Specialist cannot be done without Methods	

Year 10

Core Subjects

Science

The Year 10 Science course is designed to provide students with a level of understanding of Science as it effects our lives in modern society. Students acquire skills to become discriminating thinkers capable of making informed decisions about complex issues. They are encouraged to improve their thinking skills and develop a deep understanding of the four key areas of Science:

- Biological Science
- Physical Science
- Chemical Science
- Earth and Space Sciences

Whilst consolidating and extending the skills developed in the junior secondary years, students will be challenged to identify, use, reflect on, evaluate and modify a variety of effective thinking strategies to inform future choices. Students will learn to formulate and test hypotheses, connections and conjectures and to collect evidence to support or reject them. They will develop skills in synthesising complex information and solving problems that include a wide range of variables. Students will use appropriate scientific language and representations when communicating their findings and ideas for specific purposes. The subject also aims to provide important skills to aid the student with the selection and study of Science at a VCE level.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Genetics and Evolution• Energy and Motions• Periodic Table and Chemical Reactions• Global Systems• The Universe	<ul style="list-style-type: none">• Topic tests and Examinations• Practical and Analytical Tasks• Projects and Assignments• Collaborative and Independent Research Investigations

Additional Information

Students will be given the opportunity to take part in various extension activities including excursions, incursions and nationally based competitions.

Year 10

Core Subjects

Work Skills

Year 10 students focus on planning their pathway to achieve broad career goals that offer a range of options. Students use their increased self-knowledge and deeper understanding of the education and training requirements to inform these decisions.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Self-development• Career exploration• Career management	<ul style="list-style-type: none">• Career tests• Career management plan• Tertiary institution research project

Additional Information

Students can undertake meaningful work experience throughout the year.

All students will participate in the Career's and Pathways Program during Term 2. They will visit various universities and TAFEs, participate in forums, complete an OHS program and listen to guest speakers.

Year 10 Electives

Drama

This semester elective will serve as an introduction to the concepts and skills required for VCE Drama.

Students will improvise with the elements of drama and narrative structure to develop ideas and explore subtext to shape devised and scripted drama. Students will work with scripted material to write a performance based on a prescribed structure.

Students will learn about dramatic elements, production areas and undertake various styles of theatre in preparation for developing their own show. As part of an ensemble, students undertake responsibilities of stagecraft and present scripted material to an audience.

Please note – students undertaking this unit will be required to perform publically.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Analysis and presentation of improvised and scripted material to an audience• Development of performance from a prescribed structure• Playmaking techniques• Performance skills• Analysis of a professional production (TBC)	<ul style="list-style-type: none">• Written scripted performance• One Act Play Performance• Rehearsal and class contribution• Analysis of a professional production• Performance evaluation

Year 10 Electives

French (Full Year Course)

In learning a Language Other Than English (LOTE), students develop communication skills and knowledge. Students also come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language being studied. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students' own language needs.

Year 9 and 10 French are pre-requisites for students wishing to study French in VCE.

A cultural and linguistic tour to New Caledonia is typically offered to students in alternating years.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Tourism• Daily routine• Childhood memories• In the past• Protecting the environment• Helping out at home• Future ambitions	<ul style="list-style-type: none">• Regular tests of speaking, listening, viewing reading and writing to monitor student progress and thus influence style and pace of teaching• Oral presentations including role-plays• Participation in group and individual activities• French poetry competition• End of year examination

Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis. Students should also maintain summary notes, particularly as there is a stronger focus on grammar (verb conjugation, tenses, adjectival agreement etc.) than in previous years.

Regular written homework will also be set by the teacher, and students are encouraged to access multimedia including recommended websites to increase their understanding of the French language and awareness of French culture.

Year 10 Electives

Global Economics

Economics touches on every facet of our daily life - it is all around us.

Global Economics will expose students further to specific disciplines such as personal finance and economics to allow students to make informed decisions based on research and resourcing.

This course will focus on getting to know and understand how the world works and how they can better participate in the society as economic agents. Students will also build their financial literacy skills to enable them to make sensible and logical financial choices in the future.

The topics presented are linked to current real world issues that can be explored and as a result, their impact can be more clearly understood. This will ultimately deepen their understanding of the world in which they live and therefore makes the course relevant and enjoyable. Students will continue to develop their oral and written skills that will provide a solid grounding for all Commerce & Humanities subjects in VCE.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Global Economy• Economics of Tourism• Personal Finance• How the Australian economy operates• Government responses to economic situations• Resource allocation	<ul style="list-style-type: none">• Test• Debate• Role-play• Investigative report• Media analysis

Year 10 Electives

Health and Human Development

In this elective, students learn how important health and wellbeing is to themselves and to families and their communities.

Topic 1 provides opportunities for students to view human development, health and wellbeing, holistically across the human lifespan. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Topic 2 explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth.

Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

It is recommended that students considering the VCE Health and Human Development course undertake this Health and Physical Education elective.

Units of Study / Topics	Assessment
<p>Topic 1</p> <ul style="list-style-type: none">• Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions• Overview of human lifespan<ul style="list-style-type: none">- Prenatal- Infancy and early childhood- Youth <p>Topic 2</p> <ul style="list-style-type: none">• Function and food sources of major nutrients important for health and wellbeing• The use of food selection models and other tools to promote healthy eating among youth• The consequences of nutritional imbalance in youths' diet on short- and long term	<p>Topic tests</p> <ul style="list-style-type: none">• Research assignment <p>Topic tests</p> <ul style="list-style-type: none">• Cooking at home• Cooking at school

Year 10 Electives

The Legal Maze

The Legal Maze focuses on the use of laws and legal systems to create harmony within the community. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change.

These concepts are examined in the context of law-making, law enforcement, and should be applied to a range of contemporary Australian issues. Opportunities exist to consider alternative perspectives such as international rights laws.

Undertaking The Legal Maze students will develop an appreciation and awareness of their role as a citizen in the Australian legal system, the skills to communicate their ideas, and the confidence to make informed and effective decisions regarding legal issues.

This course will focus on Criminal Law because it is topical, interesting and the perfect platform to explore a range of legal issues and processes. Students will be encouraged to cultivate an interest in current affairs and they will develop the inquiry, application, analytical and evaluative skills necessary for senior study; while also providing students with oral and written skills that will provide a solid grounding for all Commerce & Humanities subjects in VCE.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• The process for making laws through the parliamentary system.• Criminal Law• Civil Law• Exploration of the concept of justice in our legal system.• The law and you• The Investigation process – Forensics• Human rights issues & the law.	<ul style="list-style-type: none">• Test• Debate• You be the Judge – case analysis• Role-play• Investigative report• Media analysis

Year 10 Electives

Literature

This semester elective is designed to provide students with a comprehensive foundation for Literature in VCE. The course focuses on the enjoyment and appreciation of reading. It includes discussion, debate and the challenge of exploring the meanings of literary texts. The Literature elective encourages students to develop independent and critical thinking which will assist them as they enter their VCE courses.

It is recommended that students considering taking the VCE Literature course undertake this Literature elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Reading Practices• Ideas and concerns in texts• The text, the reader and their context• Exploring connections between texts	<ul style="list-style-type: none">• Text analysis• Written responses• Essays

Year 10 Electives

Media

In Media, students create visual representations that communicate, challenge and express their own and others' ideas, as both creator and audience. Through study of 'Representation' they explore the notion that 'nothing in the media is real'. Students examine the impact of the media through analysis of visual and printed mediums and analyse film and television shows.

Students will use technology to create short films, and an awareness campaign video. They explore the various ways in which the media influences an audience through the 'creation' of a product.

It is recommended that students considering taking the VCE Media Course undertake this Media elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Representation in the media• Film techniques• The 'creation' of media• Film Study• Social Awareness campaigns• News broadcast	<ul style="list-style-type: none">• Social awareness video• Production Folio• Written film analysis• Research project

Year 10 Electives

Modern History

This elective is designed to support the Year 10 History curriculum and further develop the students' historical knowledge, skills and concepts.

The context of this elective will be the global issues of the early 1900s; in particular, the focus will be on Australia, the USA and the USSR during this time period. The main study areas are popular culture, environmental movements and political issues of the early 1900s. Whilst studying this context, the students will further develop their historical skills including: document analysis, using sources as evidence, essay writing, and individual perception.

It is recommended that students considering taking the VCE History course undertake this History elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Global issues during early 1900s<ul style="list-style-type: none">- Popular culture- Environmental movements- Political issues	<ul style="list-style-type: none">• Research• Document analysis• Sources as evidence• Note taking• Extended writing

Year 10 Electives

Music

Year 10 Music is designed to be an introduction to VCE Music Solo Performance and provide students with the skills needed to be successful in VCE Music. It is important that students have experience with at least one musical instrument and preferable that they have instrumental music lessons, although this is not essential.

It is essential that students considering the VCE Music course undertake the Music elective as a full year course. Entry into VCE Music can be achieved by undertaking Semester 2 elective only but students will need to also undertake an interview process and meet further criteria.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Technical development• Theory• Performance• Composition	<ul style="list-style-type: none">• Performance – both solo and ensemble• Listening analysis• Theory tests• Composition• Aural recognition

Year 10 Electives

Product Design Technology

This elective aims to develop in each student the knowledge, understanding and skills they need to complete Design Folio and Production pieces.

It enables students to build upon their learning in Years 7-9 Technology. Specifically, it focuses on the following stages: Design, Investigate, Produce and Evaluate. Students learn about the design process involving design ideas, trial solutions, problem solving, and the development of a working plan that leads into a production outcome and an evaluation of the whole process.

It is recommended that students considering taking the VCE Product Design and Technology course undertake the Product Design and Technology elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Design to meet a brief• Design to meet a need• Production using hand and power tools• Understanding characteristics of materials• Projects such as desk organiser, key rack, side table and planter box	<ul style="list-style-type: none">• The theory component of this unit will consist of a design folio containing: research, a design brief, visualisation drawings in 2D and 3D, proposal drawings and working drawings• The practical component of this unit will consist of a number of small projects

Year 10 Electives

Sports Science

In this elective, students will learn about a variety of topics in a mixture of both practical and theoretical lessons. They will learn how to create their own sport specific fitness training program to enhance their performance. In doing so, they will cover all of the components of fitness, perform a variety of fitness tests, participate in an assortment of different training methods and seek to enhance their fitness levels through developing and completing a basic training program.

Aside from learning their basic anatomical terms, students will also study how the musculoskeletal system helps with movement and posture and how the cardiorespiratory system changes and adapts in response to exercise. They will also explore the way sports technology is evolving and how this technology can help athletes improve their performance. Students will look into legal and illegal substances that athletes have taken to improve their performance and discuss why they may do this. Finally, students will learn about the importance of nutrition for general health, and also for optimum functioning of the human body, including in a sporting context.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Sport training programs including fitness components, fitness testing, training methods and designing your own individualised sport training program• Musculoskeletal system• Cardiorespiratory system• Somatotyping and sports technology• Ways of enhancing sport performance• Nutrition• Sports technology	<ul style="list-style-type: none">• Participation in practical activities• Research assignments and tests• Evaluation of your sports training program• Fitness component training program

Year 10 Electives

Studio Arts

This course of study aims at developing skills in observational and creative drawing, painting and sculpture. Following the studio arts process, students will develop skills and techniques to express a range of personal concepts and ideas. Contemporary artistic movements such as Pop Art is studied through a research assignment and creation of artworks inspired by this exploration.

It is recommended that students wishing to study Studio Arts or Visual Communication Design take this elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Art Elements – Front Cover Design• Tonal and Gesture Drawing• Pastel Drawing – Music and imagery• Pop Art Painting/Digital Art – Andy Warhol's Joiners• Pop Art written project• Ink and Watercolour – Thematic approach• Recycled sculpture – From waste to Art• Visual Analysis	<ul style="list-style-type: none">• Research and idea generation• Media skills and techniques• Completion and presentation of finished artworks• Written and oral visual analysis• Personal evaluation of processes and artworks

Year 10 Electives

Visual Communication Design (VCD)

Visual communicators use text and/or image to communicate information. Architecture, engineering, graphic, industrial and multimedia design, advertising and marketing, cartography and fashion are challenging and possible future career options. Students will learn about the three design fields: Communication, Industrial and Environmental.

This course will explore a range of creative and traditional methods used to communicate information and ideas visually. Students will learn the fundamentals of scanning, output and digital manipulation and gain an understanding of Adobe Photoshop and Adobe Illustrator to explore design possibilities and to create final presentations. Students will learn traditional drawing methods alongside digital technology, work with a wide variety of different media to develop their concepts and become familiar with the design process. Throughout the course, technical drawing skills will be acquired and these will be used to further develop their own personal designs. Students will learn to analyse and research existing design with a strong emphasis on understanding design elements and principles.

It is recommended that students considering the VCE Visual Communication and Design Course undertake the Visual Communication and Design elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Exploring media drawing• Room interior perspective unit• Exploring of design elements and principles• Adobe Illustrator skills• Introduction to design principles, logo development and packaging• Instrumental drawings: isometric and planometric methods• Orthogonal drawing	<ul style="list-style-type: none">• Level of skill with media and rendering techniques• Skill and understanding of drawing methods• Knowledge of digital media• Understanding of design process• Visualisation and observational drawings• Development of design briefs

VCE

Units 1 - 4

Accounting

The study of Accounting focuses on the financial recording, reporting and decision-making processes that are required of a sole proprietor small business. You will 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.

Year 11		Year 12	
Unit 1 Role of accounting in business	Unit 2 Accounting and decision-making for a trading business	Unit 3 Financial accounting for a trading business	Unit 4 Recording, reporting, budgeting and decision-making
Unit 1 <ul style="list-style-type: none">Explore the establishment of a business and the role of accounting in the determination of business success or failureAnalyse, interpret and evaluate the performance of the business using financial and non-financial informationUse these evaluations to make recommendations regarding the suitability of a business as an investment Unit 2 <ul style="list-style-type: none">Use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reportsPredict, budget and compare the potential effects of alternative strategies on the performance of the businessDevelop and suggest to the owner strategies to improve business performance		Unit 3 <ul style="list-style-type: none">Use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.Interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business Unit 4 <ul style="list-style-type: none">Use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and perpetual method inventory recordingInvestigate both the role and importance of budgeting in decision-making for a businessAnalyse and interpret accounting reports and graphical representations to evaluate the performance of a businessSuggest strategies to business owners to improve business performance	

Entry Point Skills

- 'At standard' result for Year 10 Mathematics

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1-4

Applied Computing

The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

Year 11		Year 12	
Unit 1 Applied Computing	Unit 2 Applied Computing	Units 3 and 4 Data Analytics	Units 3 and 4 Software Development
Unit 1 Applied Computing <ul style="list-style-type: none">• Data and graphic solutions. Students learn to present various forms of data in an exciting graphic form, data analysis and visualisations.• Programming. Students learn to program using scripting or programming tools Unit 2 Applied Computing <ul style="list-style-type: none">• Innovative solution to an identified need or opportunity involving a digital system.• Examine the capabilities and vulnerabilities of a network solution, discuss the threats to data and information		Unit 3 & 4 Data Analytics <ul style="list-style-type: none">• Organisations and data management• Data analytics and making conclusions• Presenting analytical findings and data visualisations• Problem solving methodology and project management• Managing data and security Unit 3 & 4 Software Development <ul style="list-style-type: none">• Programming practice and interpreting designs• Analysis and design, and determining the need for a software solution• Software solutions, developing and evaluating various solutions and project plans• Interactions and impact of how the integrity of supplied data to one system affects others	

Entry Point Skills

- Have a genuine passion for technology
- An understanding of basic programming and web design skills

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 - 4

Biology

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology had developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology and across biology and other sciences. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

Year 11		Year 12	
<p>Unit 1 How do organisms regulate their functions?</p>	<p>Unit 2 How does inheritance impact on diversity?</p>	<p>Unit 3 How do cells maintain life?</p>	<p>Unit 4 How does life change and respond to challenges?</p>
<p>Unit 1</p> <ul style="list-style-type: none"> Cellular structures and function The cell cycle and cell growth, death and differentiation Functioning systems. Investigation design Scientific evidence and communication <p>Unit 2</p> <ul style="list-style-type: none"> From chromosomes to genes Genotypes and phenotypes Patterns of inheritance Reproductive strategies Adaptations and diversity Scientific evidence and communication Analysis and evaluation of bioethical issues 		<p>Unit 3</p> <ul style="list-style-type: none"> The relationship between nucleic acid and proteins DNA manipulation techniques and applications Regulation of biomechanical pathways in photosynthesis and cellular respiration Photosynthesis as an example of biochemical pathways Cellular respiration as an example of biochemical pathways Biotechnical applications of biochemical pathways. <p>Unit 4</p> <ul style="list-style-type: none"> Responding to antigens Acquiring immunity Disease challenges and strategies Genetic changes in a population over time Changes in space over time Determining the relatedness of species Human change over time Investigation design Scientific evidence and communication 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1-4

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.

Year 11		Year 12	
Unit 1 Planning a business	Unit 2 Establishing a business	Unit 3 Managing a business	Unit 4 Transforming a business
Unit 1 <ul style="list-style-type: none"> Explore the factors affecting business ideas Internal and external environments within which businesses operate, and the effect of these on planning a business Decision-making and planning of a businesses, including a business simulation activity Legal, political, social, economic, technological, global and corporate social responsibility factors Business models, legal business structures and staffing Unit 2 <ul style="list-style-type: none"> Complying with legal requirements Establish a system of financial record keeping Essential features of effective marketing Processes undertaken when recruiting, selecting, development and induction of staff Analysis of various management practices and applying this knowledge to contemporary business case studies 		Unit 3 <ul style="list-style-type: none"> Key processes when managing a business to achieve the business objectives Key characteristics of businesses and their stakeholders Corporate culture, management styles, management skills and the relationship between each of these Strategies to manage and motivate staff and business operations to meet objectives Unit 4 <ul style="list-style-type: none"> Reviewing key performance indicators to determine current performance Strategic management practices to position a business for the future Study of theoretical model to undertake and manage change Responding to evaluation data and the importance of leadership in change management Analysis of various management practices and applying this knowledge to contemporary business case studies 	

Entry Point Skills

- Commerce elective recommended

For a detailed course overview, please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1-4

Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies provide 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.

Year 11		Year 12	
Unit 1 Exploring outdoor experiences	Unit 2 Discovering outdoor environments	Unit 3 Relationships with outdoor environments	Unit 4 Sustainable outdoor relationships
Unit 1 <ul style="list-style-type: none"> • Use and meanings of nature • Types of outdoor environments • Motivations • Personal responses to nature • Media portrayals of outdoor environments • Personal responses to risk • Sustainable interactions • Technology and outdoor environments Unit 2 <ul style="list-style-type: none"> • Characteristics of outdoor environments • Recreation, scientific, land managers and other understanding of outdoor environments • Impacts on outdoor environments • Community based environmental action • Codes of conduct • Impact of technology and urbanisation on outdoor environments 		Unit 3 <ul style="list-style-type: none"> • The Australian environment before humans • Relationships with outdoor environments over different time frames • Environmental movements • Contemporary relationships • Factors influencing relationships including technology, commercialisation, social and political discourses, societies response to risk taking Unit 4 <ul style="list-style-type: none"> • Understanding sustainability • Contemporary state of outdoor environments • Potential impacts on society • Conflicts of interest • Management strategies and policies 	

Entry Point Skills

- 'At Standard' result for Year 9 English
- Commitment to fully participate in all activities, noting that many will be out of regular school hours including term breaks

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1-4

Psychology

Psychology is the study of mental processes and behaviour in humans. It centres on the complex relationship between behaviour, cognition and socio-cultural influences. It enables students to understand the factors that influence thought, emotions and behaviour. The study assists students in developing effective language skills for communication and numeracy skills for data analysis. In addition, students develop a range of broader skills including problem solving, critical evaluation and the application of processes of scientific inquiry.

Year 11		Year 12	
<p>Unit 1 How are behaviour and mental processes shaped?</p>	<p>Unit 2 How do external factors influence behaviour and mental processes?</p>	<p>Unit 3 How does experience affect behaviour and mental processes?</p>	<p>Unit 4 How is wellbeing developed and maintained?</p>
<p>Unit 1</p> <ul style="list-style-type: none"> • Role of the brain in mental processes and behaviour • Brain plasticity and brain damage • The complexity of psychological development • Atypical psychological development • Student-directed research investigation <p>Unit 2</p> <ul style="list-style-type: none"> • Compare the sensations and perceptions that may lead to distortions of perception • Social cognition and attitudes • Social influences on behaviour • Design and undertake a practical investigation related to external influences on behaviour 		<p>Unit 3</p> <ul style="list-style-type: none"> • Examine the functioning of the nervous system to explain how a person can interact with the world around them • Explore how stress may affect a person's psychological functioning and consider the causes and management of stress • Investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours • Consider the limitations and fallibility of memory and how memory can be improved <p>Unit 4</p> <ul style="list-style-type: none"> • Examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour • Consider the role of sleep and the impact that sleep disturbances may have on a person's functioning • Explore the concept of a mental health continuum and apply a biopsychosocial mental disorder • Design and undertake a practical investigation related to mental processes and psychological functioning 	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

VCE

Units 1 - 4

Theatre Studies

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

Year 11		Year 12	
Unit 1 Pre-modern theatre styles and conventions	Unit 2 Modern theatre styles and conventions	Unit 3 Producing theatre	Unit 4 Presenting an interpretation
Unit 1 <ul style="list-style-type: none"> Theatre styles from the pre-modern era Theatre styles and acting, directorial and design skills to shape interpretations of scripts from the pre-modern era Dramaturgy Production roles Script interpretation Application of theatre technologies and elements Analysis of a professional production Unit 2 <ul style="list-style-type: none"> Use and application of theatre styles, dramaturgy, acting skills, directorial skills and design skills to shape interpretations of scripts and realise theatre styles from the pre-modern era Safe working practices in theatre production Use of theatre technologies in theatre production. Performance Analysis 		Unit 3 <ul style="list-style-type: none"> Undergo stages of the production process Application of elements of theatre composition Development and interpretation of a script for performance to an audience Production roles & theatre technologies Document, analyse and evaluate production work Analysis and evaluation of theatre performance(s) Unit 4 <ul style="list-style-type: none"> Researching and Presenting Theatre possibilities Monologue (examination). Undertake work in one of the following two areas: Actor and Director OR Designer – any two of costume, make-up, props, set, lighting, sound. Analysis and evaluation of theatre performance(s) 	

Entry Point Skills

- 'At standard' result for Year 9 or 10 Drama
- Performance conventions require an ability to perform publicly

VCE VET Program

Vocational Education and Training (VET)

VET offers students the opportunity to:

- Combine general and vocational studies
- Explore career options and pathways
- Undertake learning in the workplace
- Gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE
- Develop skills that will equip students for the workplace and further study

VET Providers	Examples of Programs
<ul style="list-style-type: none">• TAFE - either on a Wednesday or Friday• Other local schools• Group Training Company	<ul style="list-style-type: none">• Agriculture and Horticulture• Animal Studies• Fashion Design• Automotive• Building and Construction• Business• Cisco• Dance• Engineering• Hospitality• Health• Media• Sport and Recreation

Additional Information

- Students complete their VET studies one day a week and are not at school on that day; therefore, they need to be highly organised
- Costs – often between \$800 and \$3,000 dollars – the school will subsidise some of these costs depending on government funding (parents are billed in Semester 2 for the remaining costs)
- If a student decides to not complete the course the parent will still be billed as the providers cost their courses for the entire year (the school must repay the provider)



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Prep to Year 12

Every day, a discovery.