Casey Grammar SCHOOL

one in the spirit

Year 10 Curriculum Handbook

Bright minds, kind hearts.

YEAR 10
Curriculum Handbook

Contents

Overview	3	Introduction
Core Subjects	9	English
	10	Ethics
	11	Health & Physical Education
	12	Humanities - Geography
	13	Humanities - History
	14	Mathematics
	16	Science
	17	Career Discovery Program
Year 10 Electives	18	Art Creative Practice
	19	Drama
	20	English Language
	21	French
	22	Global Economics
	23	Health and Human Development
	24	Law
	25	Literature
	26	Media
	27	Myths and Magic
	28	Music
	29	Product Design Technology
	30	Sport Science
	31	Victoria's Coastal Geography
	32	Visual Communication Design
VCE Accelerated Study	33	Applied Computing
	34	Biology
	35	Business Management
	36	Outdoor and Environmental Studies
	38	Psychology
	40	Theatre Studies
	41	Vocational Education & Training (VET)

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
- Career Discovery Program

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:

- Art Creative Practice
- Drama
- English Language
- French*
- Global Economics
- Health and Human Development
- Law
- Literature
- Media
- Myths and Magic
- Music
- Product Design & Technology
- Sports Science
- Victoria's Coastal Geography
- 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.
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 ½ 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 ½ VCE subject they might be considering as well a 95% attendance rate for their Year 9 studies. In addition, the work ethic of students applying for a VCE Accelerated Study needs to be, at the very least, proficient.

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work and demonstrate an understanding of course content. For this reason students are expected to have a minimum of 90% attendance at school to successfully complete a VCE subjects. Students must not exceed more than 5 unexplained absences per unit. Approved absences include illness with a medical certificate, attendance of a school approved activity, bereavement or for significant religious reasons. If a student has completed course work but there has been a substantial breach of the School's attendance policy, the School may be unable to authenticate the student's work completed across the outcome and the student may be withdrawn from their VCE subject.

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 ½ VCE Subjects available as an advanced study include:

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

Unit ½ 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 undertake **one** Accelerated Unit ½ Study sequence in Year 10.

Elective Subject Selection

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.

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.

Curriculum Map

<table>
<tr><th colspan="3">Year 10</th></tr>
<tr><th>Core Subjects
Compulsory</th><th>Electives
Semester Based</th><th>Accelerated VCE / VET
Semester One and Two</th></tr>
<tr><td>English</td><td rowspan="8">Year 10 Electives
• Art Creative Practice
• Drama
• English Language
• French (2 semesters)
• Global Economics
• Health and Human Development
• Law
• Literature
• Media
• Myths and Magic
• Music (1 or 2 semesters)
• Product Design & Technology
• Sports Science
• Victoria’s Coastal Geography
• Visual Communication Design</td><td rowspan="8">VCE Units 1 & 2
• Biology
• Business Management
• Computing - Applied
• Outdoor and Environmental Studies
• Psychology
• Theatre Studies
• Vocational Education & Training (VET)</td></tr>
<tr><td>Mathematics</td></tr>
<tr><td>Humanities</td></tr>
<tr><td>Science</td></tr>
<tr><td>Health & Physical Education</td></tr>
<tr><td>Ethics</td></tr>
<tr><td>Career Discovery Program</td></tr>
</table>

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.

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. 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:

- An overall assessment of whether each student is working at the expected level of the Victorian Curriculum
- 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%

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

Category B subjects (4 or 5 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.

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 Subject

English

In Year 10 students are preparing for their VCE experience by completing course work and assessment tasks derived from the VCE English study design. Additionally, the skills and knowledge required for these tasks align with the Level 10 achievement descriptors in the Victorian Curriculum. Students will respond analytically and creatively to texts, developing sustained, personal interpretations. They will engage with mentor and supplementary texts to consider, discuss and respond to issues and key concepts within a framework of ideas. Students will analyse the intended effects of language, argument and structure by engaging with a variety of contemporary issues in the media. They will discuss the way in which audiences are positioned by text and then apply this understanding in creating their own written and oral responses. Students will develop their articulacy, fluency and confidence when presenting their ideas and perspectives.

Units of Study / Topics	Assessment
• Personal response to a multimodal text • Craft of writing within a framework of ideas • Analytical film study • Exploring argument	• Grammar, spelling and language diagnostic tests • A personal response to text • Film analysis • Creation of persuasive speech • Analysis of argument

YEAR 10
Core Subject

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 through research and come up with their own response to a modern ethical dilemma. 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
• Introduction to Ethics • Medical Ethics • Modern Ethical Dilemmas	• 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 Subject

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
• Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Personal fitness • First Aid and CPR • Anatomy & Physiology	• 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 Subject

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 environmental change, such as global warming. 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
• Environmental Change and Management • Geographies of Human Wellbeing	• Research • Mapping • Analysis • Note taking • Oral presentations • Fieldwork tasks • Collaborative and independent tasks

YEAR 10
Core Subject

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.

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 did First Nations Australians experience human rights and freedoms throughout this period?

Units of Study / Topics	Assessment
• Australia at War: World War II • Rights and freedoms (1945 to present)	• Source analysis • Research • Note taking • Collaborative and independent tasks • Oral presentations

YEAR 10
Core Subject

Mathematics

In Year 10 Mathematics, the curriculum is designed to encourage the development of important ideas in more depth and to promote the interconnectedness of mathematical concepts across six strands: Number, Algebra, Measurement, Space, Probability and Statistics. Each strand fosters essential skills for real-world problem-solving, decision-making, and informed judgment in various contexts such as citizenship, work, and lifelong learning.

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, 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 Mathematics Unit 1 & 2 in the following year and on the successful completion of this, students may attempt General 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. Students may enrol in Foundation Mathematics Unit 1 & 2 in the following year and on the successful completion of this, students may attempt Foundation Mathematics Unit 3 and 4 in Year 12.

Units of Study / Topics	Assessment
Advanced • Linear Relations • Trigonometry • Indices and Surds • Quadratic Equations and graphs • Algebra • Statistics • Measurement • Polynomials • Exponentials and Logarithms	• Topic tests • Assignments/Projects • Problem solving tasks • Examinations
Core • Linear algebra • Exponentials, logarithms, index laws • Measurement • Statistics • Geometry • Networks • Trigonometry • Probability • Quadratics	• Topic tests • Assignments/Projects • Problem-solving tasks • Examinations
Foundation • Number • Measurement	• Topic tests

• Money, Percentages, Rates and Ratios • Trigonometry	• Probability • Finance • Statistics • Time and Travel	• Workbook • Assignments/Projects • Problem-solving tasks • Examinations

Both levels incorporate 10 and 10A usage of CAS calculator technology, the calculator required is Ti Nspire CX II CAS. No other branded calculators will be accepted.

Many tertiary courses have prerequisites in Mathematics. As such, it is important to be aware of any such prerequisites as recommended below:

<table>
<tr><th>Year 10</th><th>Year 11</th><th>Year 12</th><th></th></tr>
<tr><td>Foundation</td><td>Foundation 1 & 2</td><td>Foundation Mathematics 3 & 4</td><td></td></tr>
<tr><td>Core</td><td>General Mathematics 1 & 2</td><td rowspan="2">General Mathematics 3 & 4</td><td rowspan="2">Successful completion of General Mathematics allows students to attempt General Mathematics at Year 12.</td></tr>
<tr><td>Advanced</td><td>Mathematical Methods 1 & 2</td></tr>
<tr><td>Core</td><td>Mathematical Methods 1 & 2</td><td rowspan="2">Mathematical Methods 3 & 4</td><td rowspan="2">Students must have completed Unit 1 & 2 Mathematical Methods to undertake Unit 3 & 4.</td></tr>
<tr><td>Advanced</td><td>Mathematical Methods 1 & 2</td></tr>
<tr><td>Advanced</td><td>Mathematical Methods 1 & 2

and

Specialist Mathematics 1 & 2

Specialist cannot be done without Methods</td><td>Mathematical Methods 3 & 4

and

Specialist Mathematics 3 & 4

Specialist cannot be done without Methods</td><td>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.</td></tr>
</table>

YEAR 10
Core Subject

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 early 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, make connections 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
• Genetics and Evolution • Motions • Periodic Table and Chemical Reactions • The Universe	• 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 Subject

Career Discovery Program

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 education and training requirements to inform these decisions.

Students investigate national and global economic, social, technological and environment changes on the type and availability of work and examine the trends that may influence their chosen career pathway. They focus on the need to be flexible and the importance of networks to create and make opportunities.

Units of Study / Topics	Assessment
• Self-development • Career exploration • Career management	Morrisby Profile Career and Aptitude Assessment (Term 1) Assessment Task 1: Career Pathways Research Task (50%) Assessment Task 2: Job Application (50%)

Additional Information

All Year 10 students will have the opportunity to complete the Morrisby Profile Career and Aptitude Assessment. The Morrisby Profile assessment focuses on career interests, aptitudes, and some aspects of personality. The intention is to provide an objective assessment of strengths (to be viewed alongside their attainment at school).

All Year 10 students will participate in the Career and Pathways Week in Term 1.

Throughout the Semester, students will have the opportunity to develop a career portfolio. A career portfolio is a personal collection of documents including (but not limited to): a resume, cover letter, training certificate/s, work samples, written references, academic awards.

YEAR 10
Elective Subject

Art Creative Practice

This course of study aims at developing skills in observational and creative drawing, painting and sculpture. A conceptual topic “The Circle of Life” where students visually convey and express their ideas using drawing media. Abstract style is also explored using sculpture as an artform. Following the creative arts process, students will develop skills and techniques to express a range of personal concepts and ideas. Artistic movements such as Post-Impressionism is studied through a research assignment and creation of artworks inspired by this exploration.
It is recommended that students wishing to study Art Creative Practice or Visual Communication Design take this elective.

Units of Study / Topics	Assessment
• Art Elements – Front Cover Design • "The Circle of Life” • Still life painting • Study of Margaret Preston & Printmaking • Ink and Watercolour – Thematic approach • Abstract Sculpture	• 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
Elective Subject

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 publicaly.

Units of Study / Topics	Assessment
• 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	• Written scripted performance • One Act Play Performance • Rehearsal and class contribution • Analysis of a professional production • Performance evaluation

YEAR 10
Elective Subject

English Language

This semester elective will allow students to explore the fundamental building blocks of language and how they are utilized in our lives to communicate for different purposes. The nature and function of language is explored through the ways in which people communicate with each other, the reasons for communication and the way that our modes of communication change between our friends, families, work and school. Studying the subject of English Language will help students gain a deeper understanding of language and the importance that it plays in the way we as people develop.
It is recommended that students considering Units 1-4 VCE English Language undertake this Literature elective.

Units of Study / Topics	Assessment
• Discourse and the functions of language - how and why do we use language? • Semantics, purposes and intents - how do we convey meaning to people? • The shape of our language.	• Analytical Commentary Paragraphs • Oral presentation • Annotated Texts portfolio

YEAR 10
Elective Subject

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 overseas is typically offered to students in alternating years.

Units of Study / Topics	Assessment
• Tourism • Daily routine • Childhood memories • In the past • Protecting the environment • Helping out at home • Future ambitions	• 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 • 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
Elective Subject

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
• Global Economy • Economics of Tourism • Personal Finance • Australian Economy Operations • Government Responses • Resource Allocation	• Test • Debate • Role-Play • Investigative Report • Media Analysis

YEAR 10
Elective Subject

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
Topic 1 • Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions • Overview of human lifespan - Prenatal - Infancy and early childhood - Youth	• Topic tests • Research assignment
Topic 2 • 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	• Cooking at home • Cooking at school • Topic tests

YEAR 10
Elective Subject

Law

This commerce elective 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.

By undertaking this Law course, 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 subjects in VCE.

Units of Study / Topics	Assessment
• Law Making • The Parliamentary System • Criminal Law • Civil Law • The Law & You • The Investigation Process – Forensics • Human Rights Issues & The Law	• Test • Debate • You Be The Judge – Case Analysis • Role-Play • Investigative Report • Media Analysis

YEAR 10
Elective Subject

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, listening and viewing classic and contemporary texts. It includes discussion, debate and the challenge of exploring the meanings with the literary cannon. 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 Units 1-4 VCE Literature undertake this Literature elective.

Units of Study / Topics	Assessment
• Reading Practices • Ideas and concerns in texts • The text, the reader and their context • Exploring connections between texts	• Text analysis • Written responses • Essays

YEAR 10
Elective Subject

Media

In Media, students create media arts works; visual representations that communicate, challenge and express their own and others' ideas. Through the 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; film and television shows.
Students will use technology to create short films, and other media forms. They explore the various ways in which the media influences an audience through the 'creation' of a product.
They use media languages, media technologies and production processes to create and produce media arts works in selected genres, styles and/or forms for specific audiences.
It is recommended that students considering taking the VCE Media Course undertake this Media elective.

Units of Study / Topics	Assessment
• Representation in the media • Film techniques • The 'creation' of media • Codes and Conventions • Film Study • Production of media in various forms (films, photographs etc.)	• Feature Film Analysis • Production Folio • Short film • 60 second documentary • Research project

YEAR 10
Elective Subject

Myths and Magic (History)

This elective supports the senior History curriculum through providing an opportunity for students to further explore areas of historical significance.

Students will explore two of the following topics during the semester:

- Mythology: Norse and/or Greek
- Classics: The Iliad and The Odyssey
- Salem Witch Trials

Throughout the semester, students will further develop their historical skills, including document analysis, using sources as evidence, essay writing, and building individual perspectives.

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

Units of Study / Topics	Assessment
• Mythology: Norse and/or Greek • Classics: The Iliad and The Odyssey • Salem Witch Trials	• Graphic Novels • Document Analysis • Research • Investigations • Narrative Writings

YEAR 10
Elective Subject

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.

This course strongly focuses on performance of music. Students will need to perform regularly to their class and present at concerts and assemblies. Students are encouraged to work as both soloists and ensemble members and engage with music making outside of the classroom, particularly within the Ensemble Program. Students at this level should be familiar with performing on stage and will focus on developing connection with their audience through expressive performance and presence. Students will also work to develop a strong technical foundation on their chosen instrument or voice.

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
• Technical development • Theory • Performance • Composition	• Performance – both solo and ensemble • Listening analysis • Theory tests • Composition • Aural recognition

YEAR 10
Elective Subject

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
• 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	• 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
Elective Subject

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
• 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	• Participation in practical activities • Research assignments and tests • Evaluation of your sports training program • Fitness component training program

YEAR 10
Elective Subject

Victoria's Coastal Geography – Landforms, Change and Sustainability

This elective builds on students' Geography learning to date. In this subject, students will be focusing on a specific area of Victoria's coastal geography, which may include areas such as the Great Ocean Road, Mornington Peninsula and Wilson's Promontory. This investigation will focus on coastal landforms and processes, changes to the coastline, both naturally occurring and man-made in the chosen area.

The unit will conclude with students reviewing the ongoing management of this region, through consideration of the views of numerous stakeholders. To facilitate this, a field work study will be conducted, allowing students to source primary data from the region, while also using geospatial technology, and topographic maps to analyse the patterns of change over time in this region. Drawing on this understanding, the students will work as a team to develop a management plan involving all stakeholders in this region to map a sustainable path forward for the coastal region.

Units of Study / Topics	Assessment
• Coastal Geography • Natural vs Man-Made Changes • Sustainability • Primary and Secondary Sources • Topographic Maps	• Management Plan • Topic Tests • Field Work • Assignments

YEAR 10
Elective Subject

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 Design Course undertake the Visual Communication and Design elective.

Units of Study / Topics	Assessment
• 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	• 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

Applied Computing

Individuals, organisations and governments are adopting new and emerging technologies faster than ever before. As a result, the demand for skilled professionals that can support the adoption of these technologies is also increasing. VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security

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

- Data analysis. Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to develop data visualisations.
- Programming. Students use an appropriate OOP language to create a working software solution.

Unit 2

- Innovative solution. Students work collaboratively to design and develop an innovative solution to solve an identified problem.
- Cyber security. Students examine the capabilities and vulnerabilities of a network solution, discuss the threats to data and information and propose strategies to protect the security of data and information.

Data Analytics Unit 3 & 4

- Data analytics: Develop skills and knowledge in identifying, acquiring, and manipulating data to present findings as data visualisations.
- Analysis and Design: Propose a research question, formulate a project plan, collect, and prepare data, and generate design idea to create a data visualisation.
- Development and evaluation: Develop a data visualisation and evaluate its effectiveness in its purpose.
- Cyber security: Examine threats to data and information and evaluate methods to protect data and information.

Software Development Unit 3 & 4

- Programming: Interpret the requirements and designs to create a set of working software modules.
- Analysis and design: Prepare to develop of an App by analysing a problem, need or opportunity and developing detailed designs.
- Development and evaluation: Develop a software solution that meets their identified problem, need or opportunity and assess the effectiveness of their project
- Cyber security: Analysing and evaluating software development security strategies.

Entry Point Skills

- Have a genuine passion for technology
- An understanding of computational thinking and problem solving

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 explore 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	
Unit 1 How do organisms regulate their functions?	**Unit 2** How does inheritance impact on diversity?	**Unit 3** How do cells maintain life?	**Unit 4** How does life change and respond to challenges?
Unit 1 • Cellular structures and function • The cell cycle and cell growth, death and differentiation • Functioning systems. • Investigation design • Scientific evidence and communication **Unit 2** • 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		**Unit 3** • 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. **Unit 4** • 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

- 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

- 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

- 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

- 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 develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices. Students develop practical skills, knowledge and behaviours that promote safe and sustainable interaction with varied outdoor environments, both local and afar.

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

- Use and meanings of terms, including kinship, nature, Country, outdoor environments, private land, wilderness, managed parks, urban & built environments and outdoor experiences.
- Features of various biomes.
- Motivations and responses to outdoor environments.
- Indigenous and non-indigenous understandings of outdoor environments.
- Safe participation in outdoor experiences.
- Influence of depictions of experiencing outdoor environments on personal responses in the media.
- Factors affecting access to outdoor environments.
- Technology and outdoor environments.
- Personal responses to risk.
- Risk management of outdoor experiences.

Unit 2

- Scientific understandings of outdoor environments.
- Indigenous peoples understandings of outdoor environments.
- Understandings of vocational perspectives of outdoor environments.
- Impacts of conservation, economic and recreational activities on outdoor environments.
- Community based environmental action
- Impact of technology on outdoor environments.

Unit 3

- The Australian environment before humans.
- Relationships with outdoor environment as expressed by Indigenous communities before and after European colonisation.
- Relationships with outdoor environments by non-Indigenous people over historical time periods.
- Early environmentalism and influence on political parties.
- Indigenous custodianship of outdoor environments.
- Contemporary relationships with outdoor environments.
- Conflicts of interest, methods used and processes used.
- Environmental policies of political parties.
- Influence of social environmental debates.

Unit 4

- Pillars of sustainability.
- Observable characteristics to assess the health of outdoor environments.
- Impacts of threats on society and outdoor environments.
- Importance of healthy outdoor environments.
- Mitigation strategies to combat climate change.
- Indigenous and non-Indigenous land management strategies.

• Impact of urbanisation on outdoor environments. • Management of threatened species and ecological communities in outdoor environments. • Monitor and observe others environmental impacts.	• Acts and conventions related to management and sustainability of outdoor environments. • Community and individual actions to sustain healthy outdoor environments.

Entry Point Skills

- 'Progressing' results in English
- Students must have the ability to participate in numerous outdoor activities in various outdoor environments
- Traditionally, Units 1 & 2 are taken as an accelerated program in Year 10 and subsequently Units 3 & 4 taken in Year 11

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

VCE
Units 1 – 4

Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing.

Students work collaboratively as well as independently on a range of scientific investigations including controlled experiments, case studies, modelling and simulations. Knowledge and application of the research, ethical and safety guidelines associated with psychological investigations is integral to the study of VCE Psychology.

<table>
<tr><th colspan="2">Year 11</th><th colspan="2">Year 12</th></tr>
<tr><th>Unit 1
How are behaviour and mental processes shaped?</th><th>Unit 2
How do internal and external factors influence behaviour and mental processes?</th><th>Unit 3
How does experience affect behaviour and mental processes?</th><th>Unit 4
How is wellbeing supported and maintained?</th></tr>
<tr><td colspan="2">Unit 1
Emotional, cognitive and social development across the life span.
The interactive influences of hereditary and environmental factors on a person’s psychological development.
The Biopsychosocial approach as a model for considering psychological development and mental wellbeing.
The role of sensitive and critical periods in a person’s psychological development.
Concepts of normality and neurotypicality including typical and atypical pysychological development.
The role of mental health workers, psychologists, psychiatrists and organisations in supporting psychological development and the diagnosis and management of atypical behaviour.
Brain plasticity and brain damage.
Research methods.
Scientific evidence and the characteristics of effective scientific communication.</td><td colspan="2">Unit 3
Structure and function of the nervous system in coordinating and responding to sensory stimuli.
Role of neurotransmitters and neuromodulators in the transmission of and effects on information in brain activity.
Effects of internal and external stress.
Biological and psychological models of stress and use of coping strategies.
Behavioural, social and Indigenous approaches to learning.
The multi-store model of memory including the role of brain regions.
The mechanisms of memory retrieval and use of mnemonics.
Unit 4
The demand and measurement of sleep as an altered state of consciousness.
Regulation of sleep-wake patterns across the lifespan.
Effects of sleep deprivation and disorders
Improving sleep hygiene.</td></tr>
</table>

• Analysis and evaluation of psychological research. **Unit 2** • Social cognition and attitudes. • Social influences on behaviour. • Concepts of individual and group behaviour. • Principles of visual and taste perception. • Factors that leads to the distortions of perception. • The ways in which scientific investigations develop understanding of influences on perception and behaviour.	• Ways of defining mental wellbeing, including cultural determinants. • Factors that contribute to the development of a specific phobia and the use of interventions. • Maintenance of mental wellbeing using a biopsychosocial approach. • How scientific inquiry is used to investigate 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

- 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

- 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

- 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

- Researching and Presenting Theatre possibilities.
- Monologue (examination). Undertake work in one of the following two areas:
  - Actor and Director
  - 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

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

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
• TAFE - either on a Wednesday or Friday • Other local schools • Group Training Company	• Agriculture and Horticulture • Animal Studies • Automotive • Building and Construction • Business • Cisco • Dance • Early Childhood Education • Engineering • Fashion Design • Hospitality • Health • Media • Sport and Recreation

Additional Information

- VET programs are half-day/full-day programs (depending on the course). It is the responsibility of the student/their parents or guardian to get to and from their VET program. For the day the student is absent from school, it is an expectation that students will catch up on the work they have missed for their other subjects.
- Students need to demonstrate well-developed self-management capacity to successfully juggle VET study in addition to their CGS study commitments.
- VET fees are in addition to Casey Grammar School fees. Parents/guardians are liable for these 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)
- CGS provides a $800 subsidy to support engagement in VET programs.
- If a student is interested in VET, attendance at a VET Information Session is compulsory. This VET Information Session will be held in Term 3 the year before the course begins.
- Enrolment in a VET program in Year 10 constitutes a VCE Accelerated Study.

Casey Grammar SCHOOL

Casey Grammar School
3 New Holland Dr, Cranbourne East VIC 3977
T (03) 5991 0800 **www.caseygrammar.vic.edu.au**

Bright minds, kind hearts.