# Table of Contents

**Year 10 Curriculum**  4  
- Introduction to Year 10 course structure  4  
- Guidelines for your choice of semester units  5  
- VCE Fast Tracking  5  
- What to Do Next  5  
- General Advice  5  

**Core Units**  6  
- English  6  
- Industry & Enterprise  6  
- Physical and Sport Education  7  

**Mathematics Electives**  8  
- Foundation Mathematics  8  
- General Mathematics  8  
- Mathematics Methods  8  
- Specialist Maths  8  

**Science Electives**  9  
- General Science  9  
- Biology  9  
- Chemistry  9  
- Physics  9  
- Psychology  10  

**Humanities Electives**  11  
- Global Issues  11  
- Environments and Rivers  11  
- Big Thoughts – Philosophy  11  
- Blood Sweat and Tears  11  
- Civics and Citizenship  11  
- Citizenship and the Law  12  
- Conflict and Change  12  
- Money, Money, Money  12  
- Accounting  12  
- Business Studies  13  
- Motorist and the Law  13  

**Arts Electives**  14  
- Art – Digital Art  14  
- Art – Drawing & Design  14  
- Art – Painting  14  
- Ceramics and 3D Art  14  
- Media  14  
- Darkroom Photography  15  
- Drawing and Design  15  
- Drama  16  
- Music – Sing  16  
- Music – Song Writing  16  
- Music Remix  16
English Electives
 SHAKEspeare IT UP in the 21st Century 17
 Film As Text 16
 Literature 17
 Write On 17

Health & Human Development 18
 Drugs and the Adolescent 18
 Home Economics – Food Technology 18
 Home Economics – Food Investigations 18
 Child Development 18

Outdoor Education Electives 19
 Exploring Outdoor Environments Error! Bookmark not defined.
 Discovering Outdoor Environments Error! Bookmark not defined.

L.O.T.E. Electives 20
 Japanese 20
 Auslan 20

Personal Learning 21
 Cinderella Storms the Palace 21
 Community Project 21

I.C.T. Electives 22
 Animation for the Web 22
 Computer Programming 22
 Information Technology Alive 22

Technology Electives 23
 Metals 23
 Textiles 23
 Woodwork 23

VCE Fast Tracking Subjects 24

Web Preferences 25
 Year 10 Practice Course Selection Sheet 2016 25
Key Dates for Year 10 Course Selection:

Wednesday, 3rd August 2016
6pm School Hall
2017 Year 10 Prospectus distributed to current Year 9 students at course information night.

Wednesday, 17th August 2016
Senior Study Centre
Course counselling session. Book a 20 minute appointment with a course counsellor to discuss your subject selection with a course counsellor. A copy of booking details is available on

Friday, 26th August 2016
2017 Web Preference course selection completed / closed. A copy of selection sent home to parents for parental approval.

Dear Parents, Guardians and Students

The Year 10 Handbook contains subject selection information for students at Shepparton High School entering Year 10 in 2017. Our best advice to students is to make the most of the opportunities available next year and select subjects that they enjoy doing and are good at. This will allow them to develop their interests for their VCE years in 2018 and 2019.

Students will be receiving subject selection advice from their Teacher Advisors, Team Leaders, Subject Teachers and our Careers Advisor, Mrs Mary-Ann Linehan, upon request. For some subjects (for example Mathematics, Science and English) students will receive a recommendation from their current teacher.

Students who wish to Fast Track must be deemed capable of fast tracking, this will be determined by their Team Leader based on the relevant subject Teachers recommendation, levels achieved in their reports and their current Year Level Coordinator. Priority will be given to Year 11 students before Year 10 Fast Track Students in the allocation of places within a subject.

Students will enter their subject selection using a web-based program, Web Preferences www.webpreferences.com.au Parents will be given information about the entry process as well as a copy of the students selections for approval.

It is essential that students and parents read the information in this handbook carefully in order to understand what each study offers.

Listing a study does not guarantee it will run. Factors such as insufficient students selecting a unit or lack of a staff member, room or equipment may cause a unit to be withdrawn.

Introduction to Year 10 course structure

In Year 10 the curriculum is organised so students are in form groups for 10 periods per week - English, Industry & Enterprise and Physical Education.

They will also attend Mathematics for 5 periods per week, the remaining 15 periods of the week students will attend the electives of their choice.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Subjects</strong></td>
<td>English</td>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Industry &amp; Enterprise</td>
<td>Industry &amp; Enterprise</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective 1 – Science</td>
<td>Elective 4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective 2 – Humanities</td>
<td>Elective 5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective 3 – Arts/Technology</td>
<td>Elective 6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Guidelines for your choice of semester units

Students will attempt 4 core subjects plus their 4 elective subjects each semester, giving them 8 electives for the year. Students will be asked to list up to 12 elective subjects for the year in order of preference.

Students must attempt core Mathematics classes each semester. Their choice will be based on a recommendation from the student’s Year 9 Mathematics teachers.

Students must also choose at least one Science, one Humanities and one Arts/Technology elective.

Consider the following questions:
What elective subjects will I enjoy?
What subjects should I do as preparation for VCE/VCAL?
Should I Fast Track a VCE subject?
Do I want to do a TAFE course?

VCE Fast Tracking

Students may commence their VCE Studies in Year 10. This provides students with the opportunity to accept a challenge in an area they enjoy and to enhance their VCE performance. Students can borrow a copy of the VCE Handbook from their Year 9 Team Leader. Teacher recommendation is required for a student to Fast Track a subject before the Team Leader gives approval.

What to Do Next

Carefully read this booklet, see Shepparton High School’s Intranet or Internet site, http://www.shs.vic.edu.au for more details and discuss its contents with your parents and teachers.

Using the school interview booking information provided, book a course counselling session for August 17th, 2016. Come along with a parent or guardian and your subject handbook.

Your unit selections are to be completed using the Web Preferences program by Friday, 26th August 2016.

General Advice

There are no prerequisites for VCE studies, however some learning areas may require certain Year 10 subjects to be completed to help prepare students for success in Year 11 and 12.

Units listed in this handbook are not guaranteed to run. Factors such as insufficient students wanting to do the unit, or lack of a staff member, room or equipment may cause a unit to be withdrawn. As a result we ask that you select extra elective units in order of preference.

Where possible, additional classes will run if student demand warrants it. The provision of such additional classes depends on staffing and resources being available. You are asked to make your selections of units for the whole year. Changes of units at the half-year will only be possible if space is available in the proposed class and then only with the approval of your parents and the teachers concerned.

Late submission of course selection may mean that you will not receive your first preferences.
English

All students study English in Year 10 for two semesters, the course is structured to allow for different student abilities.

Year 10 English leads on to a range of possible pathways at Years 11 and 12, including: VCE English, VCE Literature, VCE Language, VCE Foundation English (Year 11 only), VCAL Literacy (Year 12), VCE or VCAL EAL (Years 11 and 12 – for English as an Additional language students who have lived in Australia for 7 years or less).

English

Year 10 English aims to strengthen and develop student confidence and ability in the use of language, both written and spoken. Students will do a close study of a class novel, a play by Shakespeare and a film, and learn to write essays to analyse these texts. They will learn about the way issues are presented in the media and how to express their own point of view clearly. Students will also continue to complete general skills activities, aimed at strengthening their English skills.

English as an Additional Language

Year 10 EAL is a compulsory core unit for EAL students who have been in Australia for 5 years or less. It must be chosen as well as Year 10 English. Year 10 ESL teaches listening, speaking, reading and writing that is suited to each student’s level of English development.

Industry & Enterprise

Industry & Enterprise

Students will study this subject in Year 10 for the entire year.

Industry & Enterprise is designed to give students as much information as possible about finding their place in the world of work. The course includes material on industry, occupational health and safety, career paths and youth legal issues.

As part of this unit students are also involved in the BEACON program which gives them access to work experience options, industry tours, the SHINE presentation, mock interviews and other unique opportunities that will give them a greater understanding of future study and work.

Students will complete and maintain an up to date resume and letters of application for part time work or work experience. They also complete the compulsory Work Safe certificates for work experience. Students will complete a Career Action Plan.
Health and Physical Education

Health and Physical Education has been combined to in response to changes in the Victorian Curriculum, to be implemented in 2017. Students will complete two semesters of content, as they participate in classes that are both practical and theoretical in nature.

Core 10PE1 Health and Physical Education

Students will participate in a variety of practical activities and theoretical classes. Key content covered in semester one includes;

- The bodies systems – students will gain an in-depth understanding of the functions of the bodies systems include the respiratory, cardiovascular and musculoskeletal systems.
- Training principles and methods – upon the successful completion of the year level fitness testing, students will begin to examine various training methods to improve their overall level of fitness, this is achieved by further applying the training principles of specificity, overload, duration, intensity and frequency.

Core 10PE2 Health and Physical Education

Students will participate in a variety of practical activities and theoretical classes. Key content covered in semester two includes;

- Energy systems – students will focus on the three energy systems that enable us to create movement and perform at high intensities.
- Nutrition – students will focus on the importance of nutrition in decreasing the rates of obesity rates in Australia. Students will also learn the functions and food sources of macro and micronutrients.
- Peer teach unit – students will work alongside their peers to teach them a skill, specific to a sport of their choice. Students will design their lesson using a template, instruct their peers before providing feedback to further improve their skills.

Physical and Sport Education subjects can lead to the following VCE subjects:

Physical Education
Health and Human Development
Students must choose one of the following compulsory Maths Units: Foundation Maths, General Maths, Maths Methods or Specialist Maths.

Mathematics courses are structured to take into account the different abilities of students. All students will attempt Mathematics in Year 10 for two semesters. Students will be organised into flexible groupings based upon their levels and teacher recommendations. Please refer to the “Pathways through VCE Mathematics” below. The course chosen should be suitable for a student’s VCE aspirations and should be discussed with their current Mathematics teachers. Year 9 and 10 Mathematics teachers will direct students to appropriate courses based on their Year 9 achievement. A calculator (school preferred model) is essential for each course, students are required to choose from one of the following:

-------------------

**Foundation Maths**
Topics studied are: The four processes involving whole number, fractions and decimals, Measurement, Eulers’ rule, Money, Probability, Perimeter, Area, Volume, Expansion & Factorisation

-------------------

**General Mathematics**
Provides general preparation for employment and tertiary entry.
Topics studied are: Pythagoras, Number Patterns, Linear equations, Financial Arithmetic, Geometry, Substitution and Transposition, Measurement, Statistics

-------------------

**Maths Methods**
Provides the foundation for tertiary study.
Topics studied are: Linear Functions, Quadratic Equations, Trigonometric Application, Surface Areas, Simultaneous Equations, Geometry, Indices, Probability

-------------------

**Specialist Maths**
This unit can be taken instead of Mathematics C in semester two. Students intending to undertake Mathematical Methods in VCE are encouraged to take this unit.
The ability to use algebra and familiarity with a variety of algebraic techniques is a cornerstone of VCE Mathematics. This course aims to challenge and further develop students’ confidence in the use of algebra as a powerful mathematical tool. Algebraic skills developed in Mathematics C will be further extended and applications will be explored.
Specialist Mathematics elective that can be chosen instead of Maths Methods in second semester.
Students must choose at least one unit from the Science area.

Year 10 Psychology is an elective.

Students must do at least one unit of General Science, Biology, Chemistry or Physics in Year 10. Year 10 Psychology is an elective.

In choosing a Year 10 Science unit, students should be aware of the following requirements:

- Students wishing to do Biology at Year 11 must do Biology in Year 10.
- Students wishing to do Chemistry at Year 11 must do Chemistry in Year 10.
- Students wishing to do Physics at Year 11 must do Physics in Year 10.
- Students, who do not wish to continue with any Science at VCE level, are recommended to do General Science only.

Science Electives can lead to the following VCE subjects:

- Biology
- Chemistry
- Environmental Science
- Physics
- Psychology

General Science

This unit aims to provide students with an interesting and relevant semester of Science for those who have had difficulty with this subject in previous years and are not expecting to continue with Science in Year 11.

Topics covered are:

- Human Physiology (Biological Science): Students undertake a number of dissections to investigate the structure and function of the circulatory, respiratory and skeletal systems.
- Forensic Science (Chemical Science): Students investigate the use of Science in solving crimes through theory and practical activities.

Biology

This unit aims to provide students with the basis needed to pursue further studies. Your Inheritance (Biological Science): Students examine DNA, genes and how characteristics are inherited.

Household Chemistry (Chemical Science): Students undertake a brief introduction to chemical theory including symbols for elements and compounds, acids, bases, indicators and their use. The production and properties of soaps, antacids, polymers and oils is also covered.

Environmental Studies (Biological Science): Students investigate the interactions between plants and animals and the effects of pollution on natural systems.

Chemistry

This unit aims to provide students with an interesting and challenging semester of Chemistry, which will provide them with the basis needed to pursue further studies in VCE Chemistry.

Topics covered are:

- Atomic Theory: Students undertake an introduction to atomic structure, electron shells, bonding, and the way the properties of elements are used to organise the Periodic Table.
- Chemical Reactions: Students investigate the evidence for chemical change, become familiar with a range of chemical reactions and discover how reaction rates are changed. Students also learn how to name chemical compounds and gain more experience with balancing chemical equations.

Physics

This unit aims to provide students with an interesting and challenging semester of Physics, which will provide them with the basis needed to pursue further studies in VCE Physics.

Topics covered are:
Forces and Motion: Students gain an understanding of how different forces act together to effect motion. Using practical data, they explore Newton’s Laws of Motion and describe force, mass, acceleration and velocity.

Energy: Students explain the Law of Conservation of Energy by describing a range of energy transfers and transformations.

Big Bang Theory: Students learn about the Age and Evolution of the Universe by exploring the Big Bang Theory.

Psychology

This unit introduces students to the science of Psychology, scientific research skills and the use of psychology in forensics, sport and the clinical setting. Covering adolescent behaviour: peer pressure, risk taking behaviour, brain development. human relationships: personal space, facial expressions, body language and gestures. Psychological assessment: Intelligence and personality testing. Positive psychology: happiness and humour. Forensic Psychology and Sports psychology: competition and performance under pressure.
Students must choose at least one unit from the Humanities area.

Humanities Electives can lead to the following VCE subjects:

- Accounting
- Business Management
- Economics
- Geography
- History
- Legal Studies
- Sociology
- Philosophy

Global Issues
This unit aims to give students an overview of major hotspots around the globe affected by environmental and political upheaval. Students look at The Refugee Convention and how it is implemented in Australian law and the history of Australian migration. They investigate how multiculturalism ‘works’ in Australia and look at the United Nations law and treaties including the effectiveness of international law-making and peace-keeping organisations.

Environments and Rivers
This unit is aimed at developing students understanding of environmental issues and the interaction between natural and human systems on a global, regional and local scale. Increasing student awareness of resource usage impact and the need for planning strategies to manage the natural and human environment. Students will be introduced to global warming, waste management, recycling and salinity in the Shepparton region and participate in regional or local excursions.

Big Thoughts – Philosophy
Students are introduced to ‘philosophical questions’. They look at the search for meaning from mythology to philosophy. The following topics are studied:
- Metaphysics: What exists?
- Epistemology: What can we know?
- Ethics: What is right?
- Philosophy of religion: Does God exist?

Blood Sweat and Tears
To enable students to develop an understanding of Australia’s role in the modern world and the part its people have played in major world events. Topics covered are:
- The Great Depression
- Political Idealogies
- The outbreak of World War 2 and Australia’s involvement in World War 2
- The Holocaust

Civics and Citizenship
Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia’s democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.
Students must choose at least one unit from the Humanities area.

Humanities Electives can lead to the following VCE subjects:
- Accounting
- Business Management
- Economics
- Geography
- History
- Legal Studies
- Philosophy
- Sociology

---

**Citizenship and the Law**
Enabling students to develop an understanding of the law within the context of Australia’s Constitution and our political system.
Topics covered are:
- Human rights
- Government policy making
- Political parties
- The role of courts
- Elections and democratic values

---

**Conflict and Change**
To enable students to develop an understanding of movements which have had an important influence in changing the culture of Australia since 1945.
Topics covered are:
- Popular culture, including music, film and sport
- The Environmental movement
- Multiculturalism in Australia
- Post WW2 and the cold war
- Civil Rights and Movements

---

**Money, Money, Money**
Enhancing students’ skills and knowledge on the world of finance and money. After investigating production resources and the workings of the economy and share market, informed predictions can be made about the future direction of economic activity. This will facilitate the ability to generate wealth.
- Ten steps to financial security, your budget, savings, purchasing, the job market
- Owning a home – Mortgages, insurance, superannuation, tax
- Investing – Property, shares and managed funds, choosing an advisor, the internet

---

**Accounting**
The aim of Introductory Accounting is to introduce students to elementary accounting procedures, which enable the provision of financial information to interested parties. The unit focuses on accounting and financial management of individuals and small businesses and the use of Information and Communications Technology procedures.
At the end of the unit, students should be able to keep adequate financial records of a business, and prepare accounting reports:
- by traditional hand recording techniques
- by using electronic methods such as Excel and electronic accounting packages
Students must choose at least one unit from the Humanities area.

Humanities Electives can lead to the following VCE subjects:
- Accounting
- Business Management
- Economics
- Geography
- History
- Legal Studies
- Sociology
- Philosophy

**Introduction to the Business World**

This subject focuses on the ever changing ‘modern business world’. It is a broadly based commerce course, introducing students to Economics and Business Management, which enables students to gain an understanding of:

- How Australia’s wealth is generated and distributed,
- The importance of entrepreneurship and enterprise to generating a healthy economy.

Specifically, students will gain an understanding of how:
- Local businesses and markets operate,
- Australia’s economy works.

By undertaking this course, students should be in a better position to manage their personal affairs. They should be more effective and productive members of society as they should be more capable of making reasonable judgments on public policy issues that have a bearing on their personal prospects and those of the nation.

**Motorist and the Law**

To extend and develop students’ knowledge and ability to analyse and discuss legal and financial issues associated with the motorcar and road safety issues.

The course focuses on the legal and social issues relating to motorisation and society.

Students investigate insurance, finance, road laws, safety and other issues.

The focus is on buying and selling cars, drink driving laws and driver licensing systems.
Students must choose at least one unit from the Arts area.

Arts Electives can lead to the following VCE subjects:

- Art
- Drama
- Theatre Studies
- Media
- Music Performance
- Music Style & Composition
- Studio Arts
- Visual Communication and Design

**Art – Digital Art**

The aim of this unit is to give students the experience of using technology as a tool to produce artistic pieces. Students will explore how technology is increasingly playing an important part in artists’ work practices and the type of work they produce. The course gives students the opportunity to create artworks digitally through set exercises. Students will work through a design process to create digital drawings, photographs and images. As part of this unit students will discuss and analyse the work of artists and their use of technology.

**Art – Drawing & Design**

Students explore and develop ideas using a range of materials and media, applying formal elements and production systems such as freehand drawing, instrumental drawing and computers. They will have the opportunity to produce two and three-dimensional drawings and design ideas, considering layout and presentation. Students refine their final presentations by evaluating and assessing their effects on the target audience. Students discuss and evaluate the work of established designers, using appropriate visual language.

**Art – Painting**

Students will produce a developmental folio of paintings. Working from a number of starting points, students are required to explore a variety of painting materials and techniques as well as design ideas. Students will use a visual diary to document the development and progress of their practical folio. They will complete a folio of art appreciation work in which they examine, discuss and analyse artworks.

**Ceramics and 3D Art**

In this subject students are encouraged to create artwork of a three dimensional nature. Students will be involved in the planning, designing and construction of artworks using a variety of materials and tools, recording development of their work in a visual diary. Students will look at Australian and overseas artists who create three dimensional artwork.

**Media**

In this unit students investigate, analyse and create media. Students study film construction and investigate various film genre codes and conventions, through a unit of study in horror. Students will learn to use media equipment by participating in a range of practical activities, including: re-cutting movie trailers using iMovie, filming stop motion animations, designing posters and creating short films.
Students must choose at least one unit from the Arts area.

Arts Electives can lead to the following VCE subjects:

- Art
- Drama
- Theatre Studies
- Media
- Music Performance
- Music Style & Composition
- Studio Arts
- Visual Communication and Design

---

**Darkroom Photography**

Students will extend their understanding of all processes involved in black and white photography including camera use, film development, processing photographs and darkroom techniques. In finished work, the emphasis will be on the artistic qualities of the photographs. Students will document exploration of processes, present photographs appropriately and evaluate results. Students will investigate photographs made by a variety of artists and they will make comparisons between photographs that relate to common themes. They will use appropriate terminology when discussing and writing about photography.

---

**Visual Communication Drawing & Design**

Students use a visual communication production process to respond to a range of briefs. Students explore and develop ideas using a range of materials and media, applying design elements and principles to production systems such as freehand, instrumental drawing and computers. They focus on the communication of design ideas, considering layout and a range of presentations. Students refine their final presentations by evaluating mock-ups and assessing their effect on the target audience. Students discuss and evaluate the work of established designers, using appropriate visual language to describe and critically analyse the work.
Students must choose at least one unit from the Arts area.

Arts Electives can lead to the following VCE subjects:
Art
Drama
Theatre Studies
Media
Music Performance
Music Style & Composition
Studio Arts
Visual Communication and Design

Drama
Students develop and extend upon skills in gesture, voice and movement. Students use improvisation as a starting point for creating work. Students will be required to view theatre, analyse and compare against their own devised works. Students study performance styles in order to gain a stronger understanding of drama and theatre. Self-analysis is also a key factor in this study.

Music – Sing
This is a unit for girls and boys who want to sing! A broad selection of music from many styles is used for students to sing as a group. Students are not expected to sing solo, but opportunities for solo singing can be negotiated. Students develop skills in sight reading, harmonising, voice production, aural work and theory.

Music – Song Writing
During the first term of the course, students create many short pieces that focus on musical concepts e.g.; a piece using major chords, a piece using set rhythm. In the second term students work on individual projects but all will end up with at least two original pieces. Computer programs such as Garage Band and Cubase are available to be used. Students will upload their songs and have the option of recording their own work onto CD. We also work on building skills to gain a better understanding of sounds that you hear.

Music Remix
This is a subject for students who love to sing or play an instrument! Throughout the semester students will use the recording studios and/or their laptops to record and remix some of their favourite songs. They will gain a practical understanding of different popular music styles. Students will also listen to live and recorded performances and learn to describe what they hear with specific music terminology.
Non-compulsory electives you can choose an English subject that interests you.

English Electives can lead to the following VCE subjects:
- English
- Literature
- English Language
- VCAL Literacy

SHAKEspeare IT UP in the 21st Century
This interdisciplinary course is designed to allow students to explore language in a practical way. Students will not be spending the majority of their time reading a play sitting at their desk, rather they will be out of their seats experiencing the language and living the play. Students will learn several of William Shakespeare’s plays, their relevance to the modern world and the social and historical context they were created in. Students will likewise learn the different poetic language techniques used in the play text type and how language is used to convey meaning for characters and actors alike.

Film As Text
Students will view a number of films from a wide range of genres, from drama to comedy. They will develop an understanding of the ways stories are told in film. Storylines, themes, settings, characters and film stereotypes will be investigated, as well as lighting, sound, editing and camera angles. Students will develop an understanding of the distinctiveness of film as a medium.
This subject forms a useful precursor to Units 1-4 VCE English.

Literature
This course is for students who enjoy reading and wish to explore the world of literature. Students will study a range of texts including books, novella, poetry and a film. The course aims to develop critical and analytical thinking about literature - how and why it is created, and how it connects to the wider world. It aims to extend good reading habits. This course is also suitable for preparing students who wish to study VCE Literature.

Write On
This course is for students who enjoy writing and/or who wish to improve their writing skills. Students will experiment with different writing styles. They will look at ‘models’ of different types of writing and how they are put together. Students will be encouraged to learn and use new vocabulary in their writing. This subject forms a useful precursor to VCE English, VCE English Language or VCE English Literature.
Possible writing styles to be explored could be chosen from:
- Creative/story writing; news & magazine articles; book/film reviews; Internet blogs;
- persuasive; descriptive; biography; factual; film/TV/play scripts; poetry/song lyrics;
- SMS language; letters; diaries; sports reports; travel writing; humour; advertisements;
- technical instructions; book/CD/DVD cover blurbs; obituaries & epitaphs.
Health & Human Development

Electives can lead to the following VCE subjects:

- Health and Human Development
- Food Technology

Drugs and the Adolescent

Students examine the use of both legally available and illegal substances which cause major health and social problems. Students are encouraged to research issues of use, abuse and dependence on drugs as well as the effects on their physical, intellectual, emotional and social development. The harm minimisation approach, as adopted by the public health organisations, is used to encourage informed decision-making and reduce the harmful consequences of drug use on individuals and the community.

Child Development

This unit aims to assist students and explore the developmental stages, which occur between birth and five years of age. Through observation of children and discussions with parents of preschool children the students will identify environmental effects on child development. Students will also research the different social and physical environments provided by a variety of caregivers, e.g. day care centres, single parents. Students will gain an understanding of parenting skills and evaluate initiatives designed to enhance child development e.g. educational toys, TV programmes, books and safety issues. Students will have the opportunity to care for a ‘Baby-Think it Over’ doll.

**Careers this subject may lead to:** Kindergarten Teacher, Child Welfare Officer, Child Carer

**Special Conditions:** Students and parents will need to sign a contract to ensure care is taken when using the ‘Baby-Think it Over’ doll.

Food Technology

In this unit, students will develop their cooking skills by exploring recipes for nutritious meals. Each recipe is underpinned with knowledge about planning and sourcing food, hygiene and food safety. How to cook different elements of a meal to serve them at the same time are considered in this unit. The importance of presenting food well and how this contributes to its enjoyment are reflected on in this unit. Ways to economise when shopping for ingredients and cooking meals at home are significant aspects of this unit. Careers in hospitality industry will also be explored.

Food Investigations

In Food Investigations students will look at the food on our plate, revealing facts behind the food we eat. Food will be investigated from domestic kitchens to high tech factories and from farms to supermarkets. Influences on the Australian diet and factors that influence individual food choices will also be explored. Marketing, strategies, labelling and nutritional contents of food will be analysed. Students will be required to develop, produce and market their own product.
Outdoor Education Electives can lead to the following VCE subjects:

Outdoor Education
Environmental Studies

---

Exploring Outdoor Environments – VCE Unit 1

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and their personal relationship with the natural environment. It investigates why people spend time in natural environments and the ways we use natural environments.

Trips are a compulsory part of the OES course. A medical certificate or note counter-signed by the school principal or VCE Coordinator must be provided to the OES teacher if students are unable to attend a trip.

**Special Conditions:** There is no need for students to purchase any specialist equipment as this is covered in the cost of the subject. We suggest the purchase of a set of thermal underwear is beneficial but not essential.

**Cost:** There are compulsory camps with costs estimated at $350.

---

Discovering Outdoor Environments – VCE Unit 2

This Unit looks at different types of natural environments, how they change over time, the impacts people have (both positive and negative) on natural environments, codes of conduct and the impact of new technologies on natural environments.

Trips are a compulsory part of the OES course. A medical certificate or note counter-signed by the school principal or VCE Coordinator must be provided to the OES teacher if students are unable to attend a trip.

**Special Conditions:** There is no need for students to purchase any specialist equipment as this is covered in the cost of the subject. We suggest the purchase of a set of thermal underwear is beneficial but not essential.

**Cost:** The approximate cost of these compulsory outdoor activities is $500 - $550.
Non-compulsory electives
you can choose a Languages Other than English subject that interests you.

Languages Other than English Electives can lead to the following VCE subjects:
Japanese
Auslan

---

**Japanese**

Year 10 Japanese focuses on increasing students’ capacity to communicate appropriately about topics relevant to their daily life and interest. It also extends their capacity to express their own opinions and to understand the opinions of others. Various texts provide lively and interesting reading, writing, speaking and listening activities. Students are strongly advised to complete 10JA1 before attempting 10JA2. Students who intend to study VCE Japanese should study both 10JA1 and 10JA2.

**Prerequisites:** to know Japanese alphabets such as Hiragana and Katakana.

Test yourself on the website below:

**Semester 1**
- speaking, listening, reading and writing exercise
- grammar structure to make a sentence in Japanese (like to, should, can, want to, etc.)
- revision – Hiragana, Katakana and Kanji symbols, numbers
- cultural activities (at the end of semester after all the curriculum taught)
- movies – Death Note, One Piece and other movies online Japanese tasks (for advanced students)

**Semester 2**
- speaking, listening, reading and writing exercise
- grammar structure to make a sentence in Japanese (cannot, good at, bad at, etc.)
- revision – Hiragana, Katakana and Kanji symbols, numbers
- cultural activities (at the end of semester after all the curriculum taught)
- movies – Death Note, One Piece and other movies online Japanese tasks (for advanced students)

---

**Auslan**

Students continue to expand on previous language experiences and can expect to interact with others and communicate in Auslan only situations. Topics studied will support the language of the individual and the local and wider community. The student’s intercultural awareness between language and culture will develop through research activities, discussions and modelled cultural behaviours in class. In year 10 this will include exploring the origins and history of sign language in Australia and the influences that exist today.
Cinderella Storms the Palace

The aim of this unit of work is to give girls a chance to shine in a gender specific environment. Taking on the principles set in the year 9 Personal Learning program, students will be offered a variety of tasks and opportunities to continue to explore the anthem “I Am Woman”. It explores issues that are of interest to girls including building strong friendships, healthy body image and creating self-confidence.

Areas of Study:

Learning Styles Activities: A broad range of topics that are of interest to girls will be offered. These will require the students to work across all learning styles to produce a range of products for their portfolios.

A Major Project: Centred around the theme “Girl’s Inspire Greatness”, the students will be required to work towards creating an exhibition and day long conference to celebrate and learn more about opportunities for girls and women.

EQ Journal: Through a journal you will explore six areas of EQ that are designed to strengthen your understanding of yourself and your relationships with others.

Prerequisites: Please note the PL unit ‘I Am Woman’ (Year 9) is not a pre-requisite for this class. Students who have taken the Year 9 unit will be able to explore new issues and those who have not taken PL in Year 9 will not be disadvantaged.

Community Project

In this unit students participate in projects and activities in their community or school that assist the development of teamwork skills, self confidence and other skills that are important for life or work. Projects can include: Art, gardening, building and maintenance projects. Students can also work with the local community in Aged Care, Early Childhood, and Volunteer programs. This subject is a good preparatory subject for VCAL Personal Development.
Non-compulsory electives you can choose an Information, Communication Technology subject that interests you.

Information Communication Technology Electives can lead to the following VCE subjects:
Computing & Software Development.

---

**Animation for the Web**

This subject provides a pathway for students who have completed Year 9 Multimedia or Web Publishing. It aims to give students an opportunity to explore more advanced animation options that can be incorporated into ICT solutions for multimedia and the web. It provides an Information Processing framework by which students scaffold their learning and gives them an opportunity to research current developments in the field.  
**Prerequisites:** Year 9 Multimedia or Web Publishing would be an advantage but not necessary.

---

**Computer Programming**

This area of study is designed to give students a continuation of programming principles and an introduction to problem solving using a general purpose programming language (Visual Basic), the basis of Unit 3 & 4 Software Development course. The course requires students to complete practical computer tasks and follow-up written exercises. Students will spend about 75% of the class time with hands-on computer programming practical work.

---

**Information Technology Alive**

Technology processes and the availability of equipment and software are currently changing at an amazing rate. The aim of this unit is to allow students to investigate these changes and to use a range of different options available to effectively solve information problems presented to them. Students will be also expected use these new skills when presenting their work for assessment. Areas that their investigation could take them to include the use of traditional products available on the network and integrating them with other technologies such as iPods, MP3/4 players, pod, vod and pencasting, mobile phones, along with Web2 products that are available.
Non-compulsory electives
you can choose a Technology subject that interests you.

Technology Electives can lead to the following VCE subjects:
Production & Technology:
Metals
Textiles
Wood

Metals
The main aim of this unit is to enable students to apply the principles of technology to the production of a range of metal products. It allows students to develop an understanding of different metals and develop a range of skills allied to the sheet metal fabrication industry. Students develop a design brief using at least two information sources. They use methods of drawing, writing and modelling, in the development of design ideas. They work through an analysis and evaluation process.

Special Conditions: Students will incur additional cost for materials.

Textiles
This unit is designed to allow students to individually develop skills relating to technology: investigating, designing, producing, evaluating. Students will develop skills involved in the use of commercial patterns to produce garments, accessories or soft furnishings. A contract will be negotiated for each student prior to practical work. A comprehensive log detailing task development is maintained.

Resources Needed: Students require their own sewing kit comprising: Bernina Bobbin, quick-un-pick, tailor’s chalk, pins and needles.
Students must purchase their own fabric, commercial pattern and notions.

Woodwork
The main aim of this unit is to enable students to apply the principles of technology to the production of wood products. It allows students to develop an understanding of timber and develop a range of skills and tools allied to working with wood. Students develop a design brief using methods of drawing, writing and modelling. They work through an analysis and evaluation process.

Special Conditions: Students will incur additional cost for materials.
The following table shows the Year 11 and 12 units being offered at Shepparton High School in 2015. For a detailed description of each unit see the VCE Prospectus on the Intranet or school’s web site www.shs.vic.edu.au Not all these subjects can be fast tracked.

With a recommendation from an appropriate subject teacher, Domain Leader or Team Leader. A Year 10 student may Fast Track a Year 11 Unit 1 or 2. Units 1 & 2 of each study are separate, stand alone units and you do not need to choose both. Students who wish to fast track should have shown a willingness to extend themselves during Year 9 and have been achieving to a high level in related subject areas. Recommendation must be sought from the Team Leader and relevant teacher. Classes will operate only if sufficient students choose them and Year 11 students will get priority over Year 10 students, should a class be full.

<table>
<thead>
<tr>
<th>Area</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>AT1 Art</td>
<td>AT2 Art</td>
</tr>
<tr>
<td></td>
<td>DR1 Drama</td>
<td>DR2 Drama</td>
</tr>
<tr>
<td></td>
<td>TH1 Theatre Studies</td>
<td>TH2 Theatre Studies</td>
</tr>
<tr>
<td></td>
<td>ME1 Media</td>
<td>ME2 Media</td>
</tr>
<tr>
<td></td>
<td>MS1 Music Style &amp; C</td>
<td>MS2 Music Style &amp; C</td>
</tr>
<tr>
<td></td>
<td>SA1 Studio Arts</td>
<td>SA2 Studio Arts</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>EN1 English</td>
<td>EN2 English</td>
</tr>
<tr>
<td></td>
<td>EL1 Eng. Language</td>
<td>EL2 Eng Language</td>
</tr>
<tr>
<td></td>
<td>EF1 Foundation Eng</td>
<td>EF2 Foundation Eng</td>
</tr>
<tr>
<td></td>
<td>LI1 Literature</td>
<td>LI2 Literature</td>
</tr>
<tr>
<td><strong>Health /P.E.</strong></td>
<td>PE1 Physical Ed.</td>
<td>PE2 Physical Ed.</td>
</tr>
<tr>
<td></td>
<td>HD1 Health &amp; H.D.</td>
<td>HD2 Health &amp; H.D.</td>
</tr>
<tr>
<td></td>
<td>OE1 Outdoor &amp; E.S.</td>
<td>OE2 Outdoor &amp; E.S.</td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>JA1 Japanese</td>
<td>JA2 Japanese</td>
</tr>
<tr>
<td></td>
<td>AU1 Auslan</td>
<td>AU2 Auslan</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>MF1 Found. Maths</td>
<td>MF2 Found. Maths</td>
</tr>
<tr>
<td></td>
<td>MX1 Gen. Math Advanced</td>
<td>MX2 Gen. Math Advanced</td>
</tr>
<tr>
<td></td>
<td>MM1 Maths Methods</td>
<td>MM2 Maths Methods</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>BL1 Biology</td>
<td>BL2 Biology</td>
</tr>
<tr>
<td></td>
<td>CH1 Chemistry</td>
<td>CH2 Chemistry</td>
</tr>
<tr>
<td></td>
<td>EV1 Environ. Science</td>
<td>EV2 Environ. Science</td>
</tr>
<tr>
<td></td>
<td>PH1 Physics</td>
<td>PH2 Physics</td>
</tr>
<tr>
<td></td>
<td>PS1 Psychology</td>
<td>PS2 Psychology</td>
</tr>
<tr>
<td></td>
<td>AC1 Accounting</td>
<td>AC2 Accounting</td>
</tr>
<tr>
<td></td>
<td>GG1 Geography</td>
<td>GG2 Geography</td>
</tr>
<tr>
<td></td>
<td>Philosophy 1</td>
<td>Philosophy 2</td>
</tr>
<tr>
<td></td>
<td>HC1 History 20th C</td>
<td>HC2 History 20th C</td>
</tr>
<tr>
<td></td>
<td>HA1 History Kooring</td>
<td>HA2 History Kooring</td>
</tr>
<tr>
<td></td>
<td>HH11 Ancient History</td>
<td>HH12 Ancient History</td>
</tr>
<tr>
<td></td>
<td>LS1 Legal Studies</td>
<td>LS2 Legal Studies</td>
</tr>
<tr>
<td></td>
<td>ECO01 Economics</td>
<td>ECO02 Economics</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td>TI1 Computing</td>
<td>TI2 Computing</td>
</tr>
<tr>
<td></td>
<td>SD3 Software Dev.</td>
<td>SD4 Software Dev.</td>
</tr>
<tr>
<td><strong>Tech</strong></td>
<td>DM1 P&amp;D Metals</td>
<td>DM2 P&amp;D Metals</td>
</tr>
<tr>
<td></td>
<td>DT1 P&amp;D Textiles</td>
<td>DT2 P&amp;D Textiles</td>
</tr>
<tr>
<td></td>
<td>DW1 P&amp;D Wood</td>
<td>DW2 P&amp;D Wood</td>
</tr>
<tr>
<td></td>
<td>FT1 Food &amp; Tech.</td>
<td>FT2 Food &amp; Tech.</td>
</tr>
<tr>
<td></td>
<td>SE1 S. Engineering</td>
<td>SE2 S. Engineering</td>
</tr>
</tbody>
</table>

2017 Page 24
All selections must be completed by Friday 26th August 2016.

Please remember that listing a subject in the prospectus does not mean that it will run in 2017.

If insufficient students choose a subject it may mean the unit will be withdrawn.

Students will make their 2017 Year 10 subject selection during class time using a web based program – Web Preferences – www.webpreferences.com.au

Each student will have a personalised Student Access Guide. Containing their private Student Access Code and Password.

After selecting their subjects students will bring home a printed out preference sheet for parents to sign and return to school.

### Year 10 Practice Course Selection Sheet 2017

Include the three-letter code for each subject as well as the name of the subject.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject Code</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English as an Additional Language</td>
</tr>
<tr>
<td>Industry &amp; Enterprise</td>
<td>Industry &amp; Enterprise</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education (Sem. 1&amp;2)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Foundation Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maths Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist Maths</td>
<td></td>
</tr>
</tbody>
</table>

Fast Tracking

1. Science
2. Humanities
3. Arts

4
5
6

Additional elective choices if above electives are full or unavailable

9
10
11
12