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2018 Altona College Year 10 Subject Selections
2018 Altona College Year 10 Subjects

VCE / VET Access Application

Altona P-9 College 103A Grieve Parade, Altona, 3018. Email: altona.p9@edumail.vic.gov.au ph: (03) 9250 8050
Principal’s Message

It is with great excitement that I welcome your family to Year 10 in 2019. Our college vision is to develop Science, Technology and the Arts as a focus for the future. I feel extremely privileged to lead our community as we expand to a Prep to Year 12 College. Our college continues to build from strength to strength with the introduction of a Later Years 10 – 12 program.

Year 10 begins the next stage of education, which is both an exciting and challenging time for our young people. I ask our students to commit to working hard and being the best that they can be. The Year 9 academic growth data has been historically strong and I look forward to seeing this continue into the future with outstanding academic outcomes in the later years.

Students in Year 10 will encounter a range of learning experiences to enable them to make sensible and informed choices for Years 11 and 12. The opportunity to pursue a VCE subject will also be provided to enable them to develop their skills, independence and personal responsibility for their learning in preparation for VCE studies.

Students will also be offered a range of VET (Vocational Education and Training) subjects within the local Hobson’s Bay Cluster of schools. Some of these options are scored and can add to their ATAR (Australian Tertiary Admissions Rank) at the end of Year 12. Students will travel to another senior secondary provider one day a week if they choose this pathway.

In 2019 we will provide a strong senior school environment preparing students for wider VCE /VET/VCAL options beyond Year 10.

Thank you for continuing your journey at Altona College, I look forward to your child’s ongoing success. Our core values: Respect, Learn and Care will assist you to succeed in the future. I ask you to commit to following your dreams in the years ahead.

Julie Krause
Principal
Year 10 Altona College

Thank you for your interest in the Altona College senior secondary program. At Altona College we pride ourselves on positive relationships with our students and outstanding academic growth data. At our school we know our students academically and as individuals. We are invested in their education and have developed a comprehensive education program allowing each student to flourish.

Year 10 is instrumental in setting up a pathway into either: Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) with the option of Vocational Educational Training (VET). Year 10 students at Altona College will have access to course Units in both VCE and VET.

The Year 10 program consists of core and elective subjects that are planned to maintain student engagement and strong academic outcomes. Students will also take part in work experience, designed to introduce students to possible career pathways. The Advisory Program is constructed to assist students to manage their learning. Students will have access to the College Careers Advisor who can assist them in constructing their individual pathway.

This handbook is designed for you to begin constructing your pathway through your senior secondary education and beyond. Subjects on offer are identified pathways to further studies. There is information on individual subjects including VET certificates on offer for Year 10 students.

Key Dates:
Year 10 Information Night
Thursday 9th August 6:00pm

Subject counselling
August (date tbc)

Subject selections due
August (date tbc)

Key people to offer assistance at Altona College

Ms Julie Krause
Principal

Mr Mathew Kelly
Assistant Principal

TBA
Assistant Principal

Mr Hamish McGee
Leading Teacher

Mrs Wendy Jennings
Business Manager

Ms Simone Mathews
Office Administration
Course Selection

The Altona College Year 10 program consists of 13 units of study over two semesters.

The program has four possible components:

1. Year long CORE subjects Units
   - English 2
   - General Mathematics or Advanced Mathematics 2
   - Physical Education 2
   - Advisory 2

2. Semester long CORE subjects
   - Science 2
   - Humanities (History & Geography) 1
   - Managing Health & Development 1
   - Health & Wellbeing 1

3. Semester long electives
   - Arts 1
   - Humanities (Business or Legal) 1
   - Science (Forensics) 1

4. Year long Accelerated Electives (Optional)
   - VCE Access: Psychology (Unit 1 & 2) 2
   - VET (Unit 1 & 2) 2

Students are advised to make their selection carefully as changes will only be allowed under exceptional circumstances.

The table below shows a breakdown of the Year 10 program.

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Semester 2</td>
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SUBJECT PAYMENT

Altona College has adopted a base Year 10 subject payment for each study. This payment is budgeted by the college to cover the costs of materials, copying and class texts. Some subjects attract an additional charge where there is heavy use of consumables and/or construction items that become student property. Parent contributions and additional charges will be listed on the 2019 Booklist.
Victorian Certificate of Education (VCE)

Students studying VCE at Altona College will study 22 units, 8 units each semester in Year 11 and 5 units each semester in Year 12. Many Victorian Year 10 students choose to begin their VCE in Year 10 through VCE Access - VCE is traditionally conducted in Years 11 and 12. This means that Units 1 & 2 would be undertaken in Year 10 and Units 3 & 4 completed in Year 11.

Advantages of undertaking VCE Access / VET study

There are two key reasons why some students access VCE or VET study in year 10:

1. To attract a bonus 10% score to add to their ATAR. This is a bonus as it allows for an extra subject to be completed and calculated towards a VCE ATAR score.

2. To gain familiarity with, and an understanding of the structure of teaching and learning with the VCE.

At Altona College students have the opportunity to enrol in VCE Access: Psychology Units 1 & 2 in Year 10 through an application and approval process. Enrolment approval will be decided based on the merits of the application, current academic tracking and through consultation with Year 9 leaders, teachers and parents.

Australian Tertiary Admission Rank (ATAR) Score

The ATAR score is used for University entrance and selection into other tertiary courses. To receive an ATAR students must pass their VCE. This means students must have passed the required number of Units. In addition, students must pass a sequence of Units 3 & 4 English in a single calendar year. The ATAR score is out of 99.95 and is calculated from Unit 3 & 4 English or Literature results and the three next best Unit 3 & 4 Study Scores (The Primary Four).

If students have completed a fifth and/or sixth 3 & 4 Unit, 10% of the score is added to the overall ATAR. There are some restrictions to the combinations of subjects used to calculate the ATAR. Students are advised to seek advice about these rules when making subject selections.

<table>
<thead>
<tr>
<th>ATAR Calculation</th>
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</thead>
<tbody>
<tr>
<td><strong>Top 4 Subjects (Primary Four)</strong></td>
</tr>
<tr>
<td>Subject 1</td>
</tr>
<tr>
<td>Subject 2</td>
</tr>
<tr>
<td>Subject 3</td>
</tr>
<tr>
<td><strong>10%</strong> Fifth Subject</td>
</tr>
<tr>
<td><strong>10%</strong> Sixth (accelerated subject)</td>
</tr>
</tbody>
</table>

**ATAR Score Between 1 - 99.95**
Vocational Education and Training in Schools (VET)

VETIS in VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCAL.

Features of VET

• VET is usually a two year program combining general VCE/VCAL studies with accredited vocational education and training.

• It enables students to complete a nationally recognised vocational qualification (eg. Certificate II in Community Service Work) and the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied learning (VCAL) at the same time.

• VET allows students to go directly into employment or receive credit towards further study.

• Important Industry Specific Skills and workplace skills are learnt through the VET program.

Altona College has become a member of the Hobsons Bay VETiS Cluster. Students wanting to undertake a study program in a specific industry can choose Vocational Education and Training in Schools (VETiS) as a part of their studies. Our Year 10 students have the opportunity to take part in a range of VETiS Courses and achieve various certificate levels. VET studies enable students to gain practical skill in the industry in which they are interested.

As with VCE Access studies, enrolment approval for VET studies will be decided based on the merits of the application, current academic tracking and through consultation with Year 9 leaders, specialist teachers and parents.
Altona College Year 10 Program

Core Subjects - Year long

- English
- General Math or Advanced Math
- Physical Education
- Advisory

Core Subjects - Semester only

- Science (Physics, Chemistry, Biology)
- Humanities
- Health & Wellbeing
- Health & Human Development

Specialist Extension Electives - Year Long

Students must be approved to enrol

- VET
- VCE - Psychology

Elective Subjects

- Arts
- Humanities
- Science

Successful Completion of Year 10

All students are required to successfully complete a minimum of 8 out of 13 Units including 1 unit of English.
Year 10
Subject Overviews
English

"The more that you read, the more you will know. The more that you will learn, the more places you will go" - Dr. Suess.

<table>
<thead>
<tr>
<th>Year Level:</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Domain:</td>
<td>English</td>
</tr>
<tr>
<td>Strands:</td>
<td>Reading and Viewing, Writing, Speaking and Listening</td>
</tr>
</tbody>
</table>

**OVERVIEW:**
Students will complete two class texts: ‘Night’ and ‘The Kite Runner’. Students will write a text response, comparative essay and create a missing chapter. Students will produce persuasive oral presentations and analytical responses on current news events. Over the course of this unit, students will demonstrate their learning and knowledge through several CATs, class discussions, debates, and an end of semester exams.

**LEARNING:**
- They understand that different authors have different written structures.
- They develop and analyse interpretations of texts, including using evidence from a text to support ideas.
- They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
- When writing a variety of texts, they use specific vocabulary with deliberate intention, grammar, accurate punctuation and spelling for effect.
- They experiment with language features; including nominalisation, stylistic devices, text structures.
- They make presentations and contribute actively in class and group discussions building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments.

**ASSESSMENT:**
- Exams
- Common Assessment Task (CATs)
- Completed Homework Tasks
- Class participation

**PATHWAYS**
This subject provides a pathway into VCE Unit 1 & 2 English and VCE Unit 3 & 4 English, VCE Unit 1 & 2 English Language and VCE Unit 3 & 4 English Language, VCE Unit 1 & 2 Literature and VCE Unit 3 & 4 Literature.

*The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.*
General Mathematics

"Don't worry about your difficulties in Mathematics. I can assure you mine are still greater" Albert Einstein

<table>
<thead>
<tr>
<th>Year Level:</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
| Strand/s   | Number and Algebra  
|            | Measurement and Geometry  
|            | Statistics and Probability |

OVERVIEW:
General Mathematics works within the framework and aims of the Victorian Curriculum to expose students to problem solving and analytical tasks. It is an alternative to Advanced Mathematics. Students continue to strengthen their knowledge and skills in mathematics which further enables each student to study General Mathematics in VCE and beyond.

LEARNING:
- Develop skills to make good financial decisions using simple and compound interest
- Model real life situations using graphs and equations
- Investigate the application of trigonometric ratios and congruence
- Analyse data using standard conventions to determine correlations
- Find relationships between area, surface area and volume for 2 and 3 dimensional shapes
- Develop competency in the use of ICT skills as they apply to mathematics in particular the use of CAS calculators

ASSESSMENT:
- Exam
- Application task
- Topic tests
- Logbook
- Class participation

PATHWAYS
Students considering undertaking General Mathematics Units 1 & 2 should select General Mathematics.

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.

Diagram:
- General Mathematics
  - VCE General Maths Units 1 & 2
  - VCE Further Maths Units 3 & 4
Advanced Mathematics

"Mathematics is the most beautiful and most powerful creation of the human spirit." Stefan Banach

**OVERVIEW:**
While still working within the framework and aims of the Victorian Curriculum, Advanced Mathematics exposes students to more advanced problem solving and analytical tasks and is an alternative to General Mathematics. The course is suited to students who have a strong appreciation and understanding of mathematics and would like to pursue advanced or multiple mathematics subjects in VCE.

**LEARNING:**
- Model real life situations using linear and non-linear relationships
- Use rational and irrational numbers and logarithms to solve problems
- Investigate the application of trigonometric ratios and functions
- Analyse data using advanced mathematical conventions to determine relationships between information
- Find relationships between area, surface area and volume for 2 and 3 dimensional shapes, including circles and tapered solids
- Develop competency in the use of ICT skills as they apply to mathematics in particular the use of CAS calculators

**ASSESSMENT:**
- Exams
- Application Tasks
- Test
- Logbook
- Class participation

**PATHWAYS**
Advanced Mathematics is aligned with the Victorian Curriculum and provides a pathway into either Mathematical Methods Units 1 & 2, General Maths Units 1 & 2 or Specialist Mathematics Units 1 & 2

**Special requirements:**
Participation in this course is dependent on performance in Year 9 Mathematics. Students may be required to undertake a selection examination.

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
Science

I would rather have questions that can’t be answered than answers that can’t be questioned. - Richard Feynman

**Overview:**
Students will focus on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems of a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Students explore the biological, chemical, geological and physical evidence for different theories, including the theories of natural selection. Atomic theory is used to understand relationships within the periodic table of elements. Students understand that motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.

**Learning:**
- Biological Science - Investigate the relationship between DNA, genes and chromosomes while applying to fertilisation and meiosis. Describe how changes in DNA lead to mutations. Understand dominant and recessive patterns of inheritance. Understand how biodiversity is necessary for genetic depth that provides factors that contribute to the process of natural selection. Provide evidence for the theory of natural selection
- Chemical Science - Chemical reactions that produce various products, while considering energies involved in these reactions. Formulating balanced chemical equations, using appropriate atomic symbols from periodic table. Atomic structure including electron shells and how it relates to bonding
- Physical Science - Motion applicable to Newton’s three laws of motion, Car crashes and associate energy transformations

**Assessment:**
- Exam
- Practical activities (folio)
- Extended experimental investigation
- Topic tests
- Research task
- Class participation

**Pathways**
The successful completion of Year 10 science creates pathways into - VCE Physics, VCE Biology and VCE Chemistry. Participation in VCE Science course is dependant on Year 10 Science performance and relevant career advice from the school.

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.

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Psychology VCE Units 1 & 2
(ACCESS)

Don’t become a mere recorder of facts, but try to penetrate the mystery of their origin. - Ivan Parlor

<table>
<thead>
<tr>
<th>Year Level:</th>
<th>Year 11 (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Science</td>
</tr>
</tbody>
</table>
| VCE Units  | • Unit 1: How are behaviour and mental processes shaped  
             • Unit 2: How do external factors influence behaviour and mental processes |

CONTENT/OVERVIEW:
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

LEARNING:
Students will work through VCE Units 1 & 2. Each unit comprises of three areas of study

Unit 1: How behaviours and mental processes are shaped
Areas of study:
• How does the brain function?
• What influences psychological development?
• A student-directed research investigation

Unit 2: How external factors influence behaviour and mental processes
Areas of study:
• What influences a person’s perception of the world?
• How are people influenced to behave in particular ways?
• Student-directed practical investigation

ASSESSMENT VCE: Units 1 & 2
These Units are graded on the basis of work undertaken by students in connection with the learning outcomes, called SAGS. This will be part of the regular teaching and learning program and will be completed mainly in class time. The school determines grades – VCAA does not report graded results for Units 1 and 2. Psychology Units 1 & 2 creates a pathway into Psychology Units 3 & 4

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
Business Studies

“Opportunities don’t happen. You create them” Chris Grosser

Year Level: Year 10

Domain: Humanities - Economics and Business

Strand/s:
- Resource allocation and making choices
- The business environment
- Consumer and financial literacy
- Work and work futures
- Enterprising behaviours and capabilities
- Reasoning and interpretation

OVERVIEW:
Students will analyse the Australian economy and the economic performance of a business developing case studies and a research report. They will experience innovation and strategic decision making when setting up a business for ‘Market Day’. Students will develop a business proposal and assess the risks and rewards of their business.

LEARNING:
- Correctly use key terminology and concepts in discussions and assessments
- Identify and analyse trends and relationships in the economic market
- Analyse the importance of financial risks and rewards
- Identify and explain the indicators of economic performance
- Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work

ASSESSMENT:
- Class Participation
- Homework Completion
- Common Assessment Tasks (CATs)
- Exams

PATHWAYS
This subject provides a pathway into VCE Business Management, VCE Accounting

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
Legal Studies

"Without a sense of caring, there can be no community" - Anthony D. J'Angelo

OVERVIEW:
In Year 10 Legal Studies, students will explore the Australian Government roles and responsibilities at a global level, investigating our contributions to foreign aid, peacekeeping and involvement in the United Nations. Students will demonstrate their learning by preparing for and participating in a Model United Nations Conference. Students will explore Australian identity, and investigate how Australian citizens participate in and sustain a cohesive society. At the end of this topic, students will complete a research project on a non-government organisation (NGO) of their choice.

LEARNING:
- Students explain the Australian Government roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations
- Students will explain how Australia’s international legal obligations shape Australian law and government policies, including Aboriginal and Torres Strait Islanders
- Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society
- They will discuss how and why groups, including religious groups participate in civic life
- Students will examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events

ASSESSMENT:
- Classroom interaction
- Common Assessment Tasks (CATs)
- Completed homework tasks
- Final Exam

PATHWAYS
This Humanities subject is aligned with the Victorian Curriculum and includes studies in History and Geography and provides a pathway into Units 1 & 2 VCE Legal Studies.

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
M.A.D. History

Mutually Assured Destruction

A doctrine of military strategy and national security policy in which a full-scale use of nuclear weapons by two or more opposing sides would cause the complete annihilation of both the attacker and the defender.

Year Level: Year 10
Domain: History/Geography
Strand/s: History Concepts and Skills, Historical Knowledge, Geographical Concepts and Skills, Geographical Knowledge

OVERVIEW:
Students investigate how the world changed (politically, socially and environmentally) post World War 2. Students will look at the relationship between Russia and America during the Cold War period and the Korean and Vietnam conflicts. Students will develop an understanding of how people are connected to different places and how geographical data can be analysed to gain an advantage during times of conflict.

LEARNING:
- The examination of historical documents and events
- Evaluating different historical interpretations of the past and contest debates
- Analyse the cause and effects of key events and their significance
- Constructing and communicating arguments about the past using a range of reliable sources
- Correctly using terms and concepts in discussions and in assessment items
- Analysis of how different places are interconnected and the effect on spatial distribution patterns
- Compare and contrast of historical sources for their accuracy, usefulness and reliability of sources

ASSESSMENT:
- Classroom interaction
- Common Assessment Tasks (CATs)
- Completed Homework Tasks
- Exam

PATHWAYS
This Humanities subject is aligned with the Victorian Curriculum and includes studies in History and Geography and provides a pathway into either VCE History or VCE Geography.

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
Rights and Freedoms

“To be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedoms of others” Nelson Mandela

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<thead>
<tr>
<th>Year Level:</th>
<th>Year 10</th>
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<tbody>
<tr>
<td>Domain</td>
<td>Humanities - History / Geography</td>
</tr>
<tr>
<td>Strand(s)</td>
<td>History Concepts and Skills, Historical Knowledge, Geographical Concepts and Skills, Geographical Knowledge</td>
</tr>
</tbody>
</table>

**OVERVIEW:**
This subject amalgamates the knowledge and skills of History and Geography as students investigate the treatment of marginalised peoples in Australia and the world through the 19th and 20th centuries. Key areas of study include: The Holocaust, the American civil rights movement and the struggles of Aboriginal and Torres Strait Islander people focussing on the 1967 Referendum, the Mabo decision and the Bringing Them Home Report.

**LEARNING:**
- The examination of historical documents and events
- Evaluating different historical interpretations of the past and contested debates
- Analysing the causes and effects of key events and their significance
- Constructing and communicating arguments about the past using a range of reliable sources
- Correctly using key terms and concepts in discussions and in assessment items
- Analysis of how different places are interconnected and the effect on spatial distribution patterns

**ASSESSMENT:**
- Classroom interaction
- Common Assessment Tasks (CATs)
- Completed homework tasks
- Final Examination

**PATHWAYS**
This subject builds on the knowledge and skills gained during Year 9 History and Year 9 Geography. This Humanities subject is aligned with the Victorian Curriculum and includes studies in History and Geography and provides a pathway into either VCE History or Geography.

*The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.*
Forensics

“Eliminate all other factors, and the one which remains must be the truth”
- Sherlock Holmes by Sidney Paget

**Overview:**
This unit is for the student who wants answers. Dealing with facts, not fiction. Knowing how to find that hard evidence to construct a theory that needs proving. Students look at how scientific techniques can be used to help solve crimes. They participate in investigations trialing a range of forensic techniques in order, eliminate or confirm possible theories and suspects.

**Learning:**
- Anthropometry: Analysis of bones
- Hair, fibres and traces: Using scientific method to identify natural and synthetic substances
- Blood and DNA: Exploring blood groupings and learning how DNA is used to solve crimes
- Handwriting Analysis: Identifying and distinguishing between different styles of handwriting using chromatography to identify ink samples
- Entomology: Using insects to determine a timeline of crime
- Students use chemicals, scientific equipment, electronic components and instruments to solve mock crimes. They also plan and conduct their own investigations
- Careers: Exploring career opportunities in Forensics and related fields

**Assessment:**
- Exam
- Topic tests
- Research task
- Folio of practical tasks
- Class participation

**Pathways**
The successful completion of Forensic Science creates pathways into - VCE Physics, VCE Biology, VCE Psychology and VCE Chemistry. Participation in a VCE Science course is dependent on Year 10 Science performance and relevant career advice from the school.

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.

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**Diagram:**

- Forensics
  - VCE Biology Units 1 & 2
  - VCE Chemistry Units 1 & 2
  - VCE Physics Units 1 & 2
  - VCE Psychology Units 1 & 2

  - VCE Biology Units 3 & 4
  - VCE Chemistry Units 3 & 4
  - VCE Physics Units 3 & 4
  - VCE Psychology Units 3 & 4
People, Power and Politics

“The ballot is stronger than the bullet” - Abraham Lincoln

OVERVIEW:
How do political parties gain and lose power? How can ordinary people affect change on our society and nation? What are the cause and effects of political decisions made on the global stage? People, Power & Politics investigates how interest groups can influence decision making at a state and national level. Students will examine how international politics is shaping the world we live in through the interrelationships between countries and the effect this has on Australia.

LEARNING:
- Students will analyse the actions and decisions of the key global players, hypothesizing reasons and possible long and short term motives for actions
- Students explain the Australian Government’s roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations
- Students will investigate the different interest groups that help shape policy in Australia and abroad

ASSESSMENT:
- Classroom interaction
- Common Assessment Tasks (CATs)
- Completed homework tasks
- Final Exam

PATHWAYS
This Humanities subject is aligned with the Victorian Curriculum and includes studies in History and Civics and Citizenship. People, Power and Politics provides a pathway into VCE Units 1 - 4 Legal Studies and VCE Units 1 - 4 Global Politics

Year Level: Year 10
Domain: Humanities
Strand: Government and Democracy

VCE Legal Studies Units 1 & 2
VCE Legal Studies Units 3 & 4
VCE Global Politics Units 1 & 2
VCE Global Politics Units 3 & 4
Managing Health and Development

“No citizen has a right to be an amateur in the matter of physical training. What a shame it is for a person to grow old without ever seeing the beauty and strength of which their body is capable”
- Socrates 469 - 399 BC

Year Level: Year 10
Domain: Health and Physical Education
Strand/s: Movement and Physical Activity

OVERVIEW:
Managing Health & Human development helps students explore the interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. Specifically, students will be introduced to basic weightlifting techniques through a ‘Strength & Conditioning’ unit. In addition, they will explore the many facets that contribute to a resistance training program appropriate for young people. Students will continue in the development and refinement of sport specific skills and reflect on their leadership, teamwork and collaborative capacities during various activities.

LEARNING:
- Define and participate in a range of physical activities, sports and exercise
- Describe the social, cultural and environmental influences on movement
- Use and apply correct anatomical terminology to the working of the musculoskeletal system
- Perform, observe and analyse a variety of movements used in physical activity, sport and exercise
- Describe the correct application of techniques and physiological strategies in a variety of activities to maintain optimal movement function

ASSESSMENT:
- Exam
- Practical & Theory Task/s
- Personal project

PATHWAYS VCE
The successful completion of Year 10 Health & Physical Education creates pathways into – VCE Health & Human Development Units 1 - 4, VCE Food Studies Units 1 - 4, VCE Health & PE Units 1 - 4 and VCE Psychology Units 1 - 4.

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
Health and Wellbeing

“No such thing as spare time, no such thing as free time, no such thing as down time. All you got is lifetime. GO!” - Henry Rollins.

<table>
<thead>
<tr>
<th>Year Level:</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Strand</td>
<td>Personal, Social and Community Health</td>
</tr>
</tbody>
</table>

OVERVIEW:
Students look at the concept of health and wellbeing through various definitions and evolving perspectives. They explore the complexities of wellbeing within the contexts of different health dimensions. They examine attitudes and behaviours that impact an individual’s capacity to be happy, healthy, capable and engaged members of local and global communities.

LEARNING:
- Describe a range of influences on the perspectives and priorities of health and wellbeing
- Analyse various meanings of health and wellbeing
- Describe different dimensions of health and wellbeing
- Draw conclusions from health data about the status of young people
- Explain factors that contribute to health behaviours of young people

ASSESSMENT:
- Exam
- Practical / Theory Tasks
- Common Assessment Task (CAT)

PATHWAYS
The successful completion of Year 10 Health, Wellbeing & Human Development creates pathways into – VCE Health & Human Development Units 1 - 4, VCE Food Studies Units 1 - 4 and VCE Health & PE Units 1 – 4

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
Visual Communication Design

“There are three responses to a piece of design – yes, no, and WOW! Wow is the one to aim for.” Milton Glaser

Year Level: Year 10
Domain: Visual Communication
Strand/s: • Explore and Represent Ideas
• Visual Communication Design Practices
• Present and Perform
• Respond and Interpret

OVERVIEW:
Students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications.
Students critically reflect on the contribution of visual communication designers to various historical and cultural design movements. They adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications.
Students extend their understanding of safe practices and their understanding of the roles of visual communication designers and their audience in sustainability practices. Students choose to use sustainable materials, media, methods and technologies when making visual communications.

LEARNING:
• Develop and present visual communication design works
• Generate, develop and refine visual communication presentations in response to a brief
• Use manual and digital drawing methods to create visual communication designs in specific design fields
• Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (P&P)
• Analyse and evaluate the factors that influence design decisions in a range of visual communication design works
• Analyse and evaluate the use of methods, media, materials, design elements and design principles within different contexts

ASSESSMENT:
• Folio of drawings both manual and digital including technical drawing
• Finished presentations
• Analysis of design works and their contexts
• Research of designers and their work
• Visual diary with design process in response to set briefs
• End of semester exam

PATHWAYS
The successful completion of Visual Communications provides pathways in to VCE Units 1 - 4 Visual Communication Design, VCE Units 1 - 4 Studio Arts and VCE Units 1 - 4 Media

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
Art and Illustration

"Creativity takes courage." Henri Matisse

<table>
<thead>
<tr>
<th>Year Level:</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain:</td>
<td>Visual Arts</td>
</tr>
</tbody>
</table>
| Strand/s:  | ● Explore and Express Ideas  
             ● Visual Arts Practices  
             ● Present and Perform  
             ● Respond and Interpret |

OVERVIEW:
Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints. As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to create artworks. As they experience visual arts, students draw on artworks from a range of cultures, times and locations. Learning tasks may include the following: Portraiture with an exploration of styles in art, Abstraction in Australian and international art, Illustration techniques including digital art, Explorations of methods and media, Research task on art styles and movements, Exhibition of art works and art critiques, Research of artist works with written comparative analysis presentation.

LEARNING:
● Explore the visual arts practices and styles as inspiration to develop a personal style
● Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works
● Select and manipulate materials, techniques, and technologies and processes to express ideas, concepts and themes
● Conceptualise, plan and design artworks that express ideas, concepts and artistic intentions
● Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience
● Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander peoples to explore differing viewpoints

ASSESSMENT:
● Folio of drawings including media trials and annotated works
● Analysis of art works and their contexts
● Visual diary with creative process in response to set briefs
● Finished presentations
● Research of artist works with comparative analysis
● End of semester exam

PATHWAYS
The successful completion of Art and Illustration provides pathways in to VCE Units 1 - 4 Visual Communication Design, VCE Units 1 - 4 Studio Arts and VCE Units 1 - 4 Media

The viability of all subject offerings and pathway options will be subject to the number of students enrolled in the course.
# 2018 Altona College Year 10 Subject Selections

**Name:** (Print) __________________________  **Date:** __________  

Select the subjects that you would like to study in the table below. You must successfully complete a total of 8 out of 13 Units. When making a selection, check over the handbook and list the subject codes of your selected subjects in the space provided.

## Year Long Core Studies

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>10ENG</td>
<td>ENGLISH</td>
</tr>
<tr>
<td>10MHD</td>
<td>MATHS (MAT) (MAV)</td>
</tr>
<tr>
<td>10HAW</td>
<td>PHYS</td>
</tr>
<tr>
<td>10ADV</td>
<td>ED</td>
</tr>
<tr>
<td></td>
<td>VCE/VET Special Elective (By Application)</td>
</tr>
<tr>
<td></td>
<td>ADVISORY</td>
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## Semester Long Core Studies

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>10SCI</td>
<td>SCIENCE</td>
</tr>
<tr>
<td></td>
<td>HUMANITIES ELECTIVE 1</td>
</tr>
<tr>
<td></td>
<td>HUMANITIES ELECTIVE 2</td>
</tr>
</tbody>
</table>

Students will complete either year long electives or two semester electives

## Year Long Electives - Choose one of...

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If making a selection below, you must also complete the semester long elective selections as your back up.</td>
</tr>
<tr>
<td></td>
<td>VCE (By application - for approval criteria, see VCE / VET information)</td>
</tr>
<tr>
<td></td>
<td>VET (By application - for approval criteria, see VCE / VET information)</td>
</tr>
</tbody>
</table>

## Semester Long Electives

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1 - Select one of the options below</td>
</tr>
<tr>
<td></td>
<td>VISUAL COMMUNICATION DESIGN</td>
</tr>
<tr>
<td></td>
<td>PEOPLE, POWER &amp; POLITICS</td>
</tr>
<tr>
<td></td>
<td>Semester 2 - Select one of the options below</td>
</tr>
<tr>
<td></td>
<td>ART &amp; ILLUSTRATION</td>
</tr>
<tr>
<td></td>
<td>FORENSICS</td>
</tr>
</tbody>
</table>

My Year 10 pathway has been approved and signed by the following people:

**Parent:** __________________________  **Print name** __________________________  **Sign** __________________________

**Homeroom Teacher:** __________________________

**Coordinator:** __________________________

Please return to the front office by Friday 24th, August

**Office use only**

**Date Received:** __________________________
<table>
<thead>
<tr>
<th>Year Long Core Studies</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Math General</td>
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<tr>
<td>Advanced Math</td>
<td>10MAV</td>
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<tr>
<td>Advisory</td>
<td>10ADV</td>
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<table>
<thead>
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<th>Semester Long Core Studies</th>
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</thead>
<tbody>
<tr>
<td>Science</td>
<td>10SCI</td>
</tr>
<tr>
<td>Managing Health &amp; Development</td>
<td>10MHD</td>
</tr>
<tr>
<td>Health &amp; Wellbeing</td>
<td>10HAW</td>
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<table>
<thead>
<tr>
<th>Humanities Selection 1</th>
<th></th>
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<tbody>
<tr>
<td>Business Studies</td>
<td>10HBS</td>
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<tr>
<td>Legal Studies</td>
<td>10HLS</td>
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<table>
<thead>
<tr>
<th>Humanities Selection 2</th>
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<tbody>
<tr>
<td>M.A.D History</td>
<td>10MAD</td>
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<tr>
<td>Rights and Freedoms</td>
<td>10CHR</td>
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</table>

<table>
<thead>
<tr>
<th>VCE Elective</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>11PSY</td>
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</table>

<table>
<thead>
<tr>
<th>Semester Long Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Communication Design SEM 1</td>
<td>103DA</td>
</tr>
<tr>
<td>Art &amp; Illustration SEM 2</td>
<td>10AIL</td>
</tr>
<tr>
<td>People, Power &amp; Politics SEM 1</td>
<td>10PPP</td>
</tr>
<tr>
<td>Forensics SEM 2</td>
<td>10FOR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VET Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert III in Applied Fashion</td>
<td>11VTAF 12 VTAF</td>
</tr>
<tr>
<td>Cert III in Sport &amp; Recreation</td>
<td>11VTSR 12 VTSR</td>
</tr>
<tr>
<td>Cert III in Screen and Media</td>
<td>11VTSM 12 VTSM</td>
</tr>
<tr>
<td>Cert II in Plumbing</td>
<td>11VTPU 12 VTPU</td>
</tr>
<tr>
<td>Cert III in Music Industry Sound Production</td>
<td>11VTPP 12 VTPP</td>
</tr>
<tr>
<td>Cert III in Allied Health</td>
<td>11VTAH 12 VTAH</td>
</tr>
<tr>
<td>Cert III in Music Industry Performance</td>
<td>11VTMU 12 VTMU</td>
</tr>
<tr>
<td>Cert III in Laboratory Skills</td>
<td>11VTLS 12 VTLS</td>
</tr>
<tr>
<td>Cert III in Logistics and Warehousing</td>
<td>11VTNW 12 VTNW</td>
</tr>
<tr>
<td>Cert III in Information, Digital Media &amp; Technology</td>
<td>11VTIT 12 VTIT</td>
</tr>
<tr>
<td>Cert II in Horticulture</td>
<td>11VTHC 12 VTHC</td>
</tr>
<tr>
<td>Cert II in Hospitality &amp; Kitchen Operations</td>
<td>11VTHP 12 VTHP</td>
</tr>
<tr>
<td>Cert II in Engineering Studies</td>
<td>11VTEN 12 VTEN</td>
</tr>
<tr>
<td>Cert II in Electrotechnology Studies</td>
<td>11VTEL 12 VTEL</td>
</tr>
<tr>
<td>Cert III in Early Childhood Education &amp; Care</td>
<td>11VTCE 12 VTCE</td>
</tr>
<tr>
<td>Cert III in Community Services</td>
<td>11VTCS 12 VTCS</td>
</tr>
<tr>
<td>Cert II in Building &amp; Construction - Carpentry</td>
<td>11VTBC 12 VTBC</td>
</tr>
<tr>
<td>Cert III in Beauty Services</td>
<td>11VTBS 12 VTBS</td>
</tr>
<tr>
<td>Cert II in Auto Vocational Preparation [Light]</td>
<td>11VTAL 12 VTAL</td>
</tr>
<tr>
<td>Cert II in Auto Vocational Preparation [Heavy]</td>
<td>11VTAH 12 VTAH</td>
</tr>
</tbody>
</table>
Application for an advanced VCE or VET study
This application must be completed in blue or black pen
Enrolment approval will be decided based on the merits of the application, current academic tracking and through consultation with Year 9 teachers

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Surname:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Subject:</td>
<td>VCE Subject Code:</td>
</tr>
<tr>
<td>VET Qualification:</td>
<td>VET Subject Code:</td>
</tr>
</tbody>
</table>

In the space provided, explain your interest in pursuing this course of study.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

In the space provided, please list the possible pathways that this subject may open up

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

In the space provided, please list the personal skills that you will need to demonstrate to successfully complete this subject

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

In the sections provided, please supply the names of two teachers that will act as a reference for you application.

<table>
<thead>
<tr>
<th>Referee 1</th>
<th>Referee 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Position:</td>
<td>Position:</td>
</tr>
</tbody>
</table>

Please note that if successful, all VET subjects have additional costs that must be paid in full on or before the assigned day, failure to do so will see enrolment instantly terminated. By submitting this application you are stating that you are aware of your financial obligations. All costs are clearly stated in the Hobsons Bay VET Cluster Handbook.

Parent / Career Signature: ___________________________  Date: ___________________________