

PRIDE ACHIEVEMENT CARING COOPERATION HONESTY

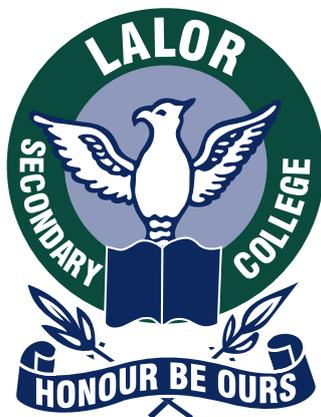


# YEAR 10 HANDBOOK

## 2017







# LALOR SECONDARY COLLEGE

## YEAR 10 HANDBOOK 2017





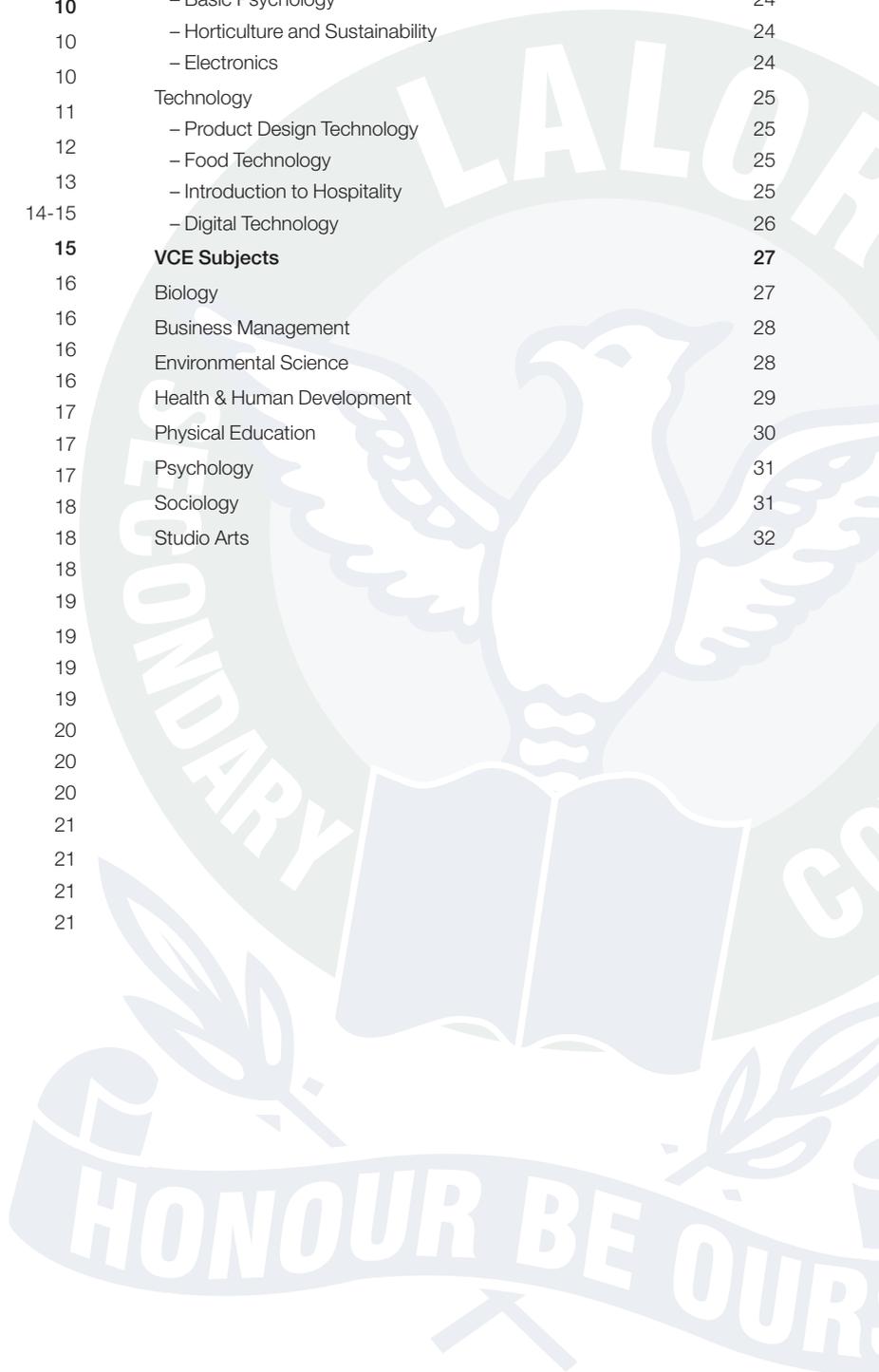
## College Values

VALUES	ATTITUDES	BEHAVIOURS
<b>PRIDE</b>	<ul style="list-style-type: none"> <li>• Being loyal</li> <li>• Doing my personal best</li> <li>• Being passionate</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my work</li> <li>• I am passionate about everything I do</li> <li>• I take pride in what I participate in</li> <li>• I am proud of my school</li> <li>• I dress appropriately and with pride</li> </ul>
<b>ACHIEVEMENT</b>	<ul style="list-style-type: none"> <li>• Being committed</li> <li>• Being persistent</li> <li>• Always striving to do my best</li> <li>• Having aspirations</li> <li>• Aiming for excellence</li> </ul>	<ul style="list-style-type: none"> <li>• I am committed</li> <li>• I am doing my best</li> <li>• I am organised</li> <li>• I complete all my work</li> <li>• I celebrate achievement</li> <li>• I am responsible</li> <li>• I am motivated</li> <li>• I am rational</li> <li>• I see mistakes as an opportunity for improvement</li> </ul>
<b>CARING</b>	<ul style="list-style-type: none"> <li>• Being respectful</li> <li>• Having positive relationships</li> <li>• Being helpful</li> <li>• Using manners</li> <li>• Showing friendship</li> <li>• Having a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• I am attentive</li> <li>• I am helpful to others in need</li> <li>• I show respect to others and show them that they are being noticed</li> <li>• I choose my attitude</li> <li>• I am a good listener</li> <li>• I am sensitive to others' needs</li> <li>• I behave consistently to build richer relationships</li> <li>• I am respectful</li> <li>• I am tolerant</li> <li>• I am friendly</li> <li>• I am appreciative</li> <li>• I make others comfortable</li> <li>• I am encouraging</li> <li>• I accept others for who they are</li> <li>• I consider others' feelings and needs</li> <li>• I treat others in a caring manner</li> <li>• I am polite</li> </ul>
<b>COOPERATION</b>	<ul style="list-style-type: none"> <li>• Being tolerant</li> <li>• Being respectful</li> <li>• Having understanding</li> <li>• Working as a part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• I work together with teachers and peers</li> <li>• I follow instructions</li> <li>• I accept other people's opinions</li> <li>• I accept decisions</li> <li>• I work in a team to achieve common goals</li> <li>• I work with others' willingly</li> <li>• I listen to others ideas/opinions</li> <li>• I am reliable</li> </ul>
<b>HONESTY</b>	<ul style="list-style-type: none"> <li>• Being truthful</li> <li>• Showing trust</li> <li>• Being reliable</li> <li>• Having integrity</li> </ul>	<ul style="list-style-type: none"> <li>• I have integrity in what I do</li> <li>• I have morals</li> <li>• I am loyal</li> <li>• I do not speak about others behind their back</li> <li>• I am trustworthy</li> <li>• I am responsible</li> <li>• I am honest</li> <li>• I am truthful</li> </ul>



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**LALOR SECONDARY COLLEGE**

David Street, Lalor 3075

[www.lalorsc.vic.edu.au](http://www.lalorsc.vic.edu.au)

Telephone: 9463 7300

Facsimile: 9465 3865

E-mail: [lalor.sc@edumail.vic.gov.au](mailto:lalor.sc@edumail.vic.gov.au)

**Principal:**

Mr Corey Jewell

**Assistant Principal (Later Years):**

Ms Julie Ryan

**Assistant Principal (Middle Years):**

Ms Laura Forster

**Assistant Principal (Junior Years):**

Mr Peter James

**Year 9 and 10 Sub-school Leader:**

Ms Jovanka Jovcevski

**Curriculum Leader (7 – 12):**

Ms Kaylene Kubeil

Lalor Secondary College was established in 1963. It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities of Lalor, Thomastown, Epping, South Morang, Mill Park and Reservoir. Set on approximately 4 hectares the college has excellent facilities and spacious grounds.

In 2017 the college will have an enrolment of approximately 1050 students representing more than 44 ethnic groups with approximately 60% from non-English speaking backgrounds.

The college provides a broad, inclusive and comprehensive Curriculum designed around the Victorian Curriculum to ensure the needs of all students are met.

**The college provides a number of pathways at the senior level of the school including a comprehensive range of VCE subjects, VCAL and VET programs.**

A partnership between parents, staff and students is encouraged through informal and formal communication.



# Principal's Message

Lalor Secondary College aims to provide an education that equips students with the necessary skills, knowledge and experiences that will enable them to take their meaningful place in society. Our school values of pride, achievement, caring, cooperation and honesty are embedded in our policies and programs, ensuring our students can confidently contribute to life beyond secondary school.

The college promotes excellence whether in the academic field, the applied learning field or in the extra-curricular programs – all students are given the opportunity to develop and achieve their potential. Achievements in studies and related programs are formally acknowledged and celebrated. A comprehensive curriculum based on the Victorian Curriculum with a focus on improving Literacy and Numeracy. A full range of VCE subjects and VCAL Intermediate and Senior, are offered at the senior levels.

Special features of the college include our Peer Support Program for Year 7 students; High Potential Learning Program at Years 7, 8, 9 and 10; a language program offering Italian, Greek, Macedonian and French; an extensive career and pathways program; a strong House Program; an extensive school and interschool sports program and excellent sporting and recreational facilities to complement this.

The school offers excellent Information Technology facilities and equipment. The Science Centre provides students at the junior level with the opportunity to participate in Science through an open learning environment and inquiry focus; the Senior Study Centre recognises the importance of independent learning spaces.

All students are encouraged to participate in extra-curricular activities including our Student Representative Council, Leadership Programs, cultural and school productions, art exhibition, lunchtime sports and House activities.

This course handbook outlines in detail much about the nature of the college and its aims. If, however, you require further information please do not hesitate to contact the relevant staff or myself at the college.

**Mr Corey Jewell**  
College Principal



# Year 10 Course Information

Subject selection will be completed by the use of 'Subject Selection Online'. Full instructions on how to use this system will be given to students and parents during Year 10 information sessions.

The Year 10 Learning and Teaching program at Lalor Secondary College is designed for senior students to maximise their opportunities to succeed by offering students a wide range of subject choices and pathways into future courses and careers.

Students will receive counselling about their learning and teaching program. All students will complete an online subject selection process. At the conclusion of the process, their selection sheet must be signed by a parent or guardian. Staff at the college are available to discuss any concerns about the Year 10 program.

Lalor Secondary College is currently in the process of implementing the Victorian Curriculum, and as a consequence, there may be some minor adjustments to the content of some subjects as specified in this handbook.

## Core Subjects

All students in Year 10 are required to complete the following subjects.

### English/EAL

English is undertaken by all students in Year 10. Students for whom English is not their first language and who are eligible will undertake English as an Additional Language (EAL). Please note students who have attended school in Australia for less than seven years may be eligible for EAL.

### Health and Physical Education

The Health and PE Faculty offer a wide range of electives that students may choose from. Each elective will run for one semester.

### Humanities

In accordance with the Victorian Curriculum, Humanities will cover the areas of history – the Modern World and Australia from 1918 to present day, geography – exploring environmental change and management

focussing on urban environments and, the introduction of Economics and business and also Civics as integral components of the Humanities curriculum at Year 10.

### Mathematics

The Year 10 Maths program provides students with choice and is dependent upon student ability. There are three levels of Maths students can undertake.

These are;

**Maths Methods** for high performing students

**General Maths** for moderately performing students

**Foundation Maths** for students who require extra support.

### Science

Science will have a common curriculum for Semester One and students will choose from a specialised program which runs in Semester Two.

### Specialist Subjects

Students are able to choose from a range of subjects dependent upon their interests and abilities. Specialist subjects also provide pathways into a range of Year 11 and 12 subjects. Specialist subjects run for a semester and students choose four subjects. However some subjects will run for the whole year and these will count as two selections.

Specialist subjects include;

- Accelerated Italian (2 semesters)
- Accelerated French (2 semesters)
- 2D Art
- 3D Art
- Basic Psychology
- Business Practice
- Cold War History
- Commerce
- Dance
- Drama
- Digital Technologies
- Electronics
- Food & Technology
- Global Citizen
- Horticulture and Sustainability
- Illustration and Design
- Introduction to Hospitality

- Introduction to VCAL
- Journalism
- Juvenile Justice
- Languages (*continued from Year 9 – 2 semesters*)
- Literature
- Media
- Music Performance
- Photography
- Product Design & Technology
- Rivalry, Power and Passion
- Visual Communication Design

### VCE Subjects

Students may also choose to study one of the following VCE subjects. The subject will run for two semesters – Unit One in semester one and Unit Two in second semester. Students who demonstrate a good work ethic and the ability to handle the demands of a VCE subject will be able to apply for this program. Academic criteria for being accepted into a VCE subject at Year 10 is outlined in the school's promotion policy. While the following subjects will be offered, subjects will only run if there are enough students to form a class.

Please note: Students who are undertaking Units 1 and 2 Studio Arts in Year 10 are not to choose Year 10 2D Art or Year 10 3D Art as specialist subjects.

The following VCE subjects are offered for Year 10 students;

- Biology
- Business Management
- Environmental Science
- Health & Human Development
- Physical Education
- Psychology
- Sociology
- Studio Arts

### Subject Fees

Some subjects will have fees associated with them that cover consumables, materials etc. These additional costs are covered in the subject description in this handbook. Please note that, at the time of publication, these fees were correct, however, they may be subject to change dependent on the provider/supplier.

# Core Subjects

The Year 10 Learning and Teaching Program at Lalor Secondary College is designed to allow students to maximise their opportunities to succeed towards their chosen careers.



## English

“Words, once they are printed, have a life of their own.”

*Anon*

Students study, produce and respond critically to spoken, written and visual texts. They explore and interpret different perspectives on complex issues, analysing and comparing themes and ideas presented in texts.

Students use writing to explore different perspectives and to develop their skills in writing for different purposes and audiences. Students critically evaluate how language influences audiences through persuasive writing techniques. Students develop formal arguments about issues and use evidence to justify a point of view.

### Areas of Study

Semester One	Semester Two
<b>1. Reading:</b> – Novel – Language Analysis	<b>1. Reading:</b> – Film – Play – Language Analysis
<b>2. Writing:</b> – Issues – Short Stories	<b>2. Writing:</b> – Play – Issues
<b>3. Speaking and Listening:</b> – Oral response to an issue	<b>3. Speaking and Listening:</b> – Oral presentation on Text

### Assessment Tasks

#### Semester One

1. Text Response
2. Creative Response
3. Oral presentation on a point of view
4. Exam

#### Semester Two

1. Comparative Essay
2. Language Analysis
3. Oral presentation on Text
4. Exam

**\*\*Disclaimer:** \*Please note: Due to ongoing amendments to the Victorian Curriculum, there may need to be adjustments to the content, order and/or time allocated for some areas of study.

## EAL (English as an Additional Language)

“A special kind of beauty exists which is born in language, of language and for language”

*Gaston Bachelard*

EAL classes provide intensive English tuition for students who have come to Australia from another country and are learning to use English as their main language.

Students need to understand and control the English language as a means of learning. Students’ understanding of English will develop through reading, writing and speaking and listening. Study of novels, short stories, plays, poetry and issues in media are the main foci in EAL. Attention is given to correctness of spelling, function and grammar and the development of oral skills.

### Areas of Study

<b>1. Reading:</b> Study of written visual and Media texts
<b>2. Writing:</b> Writing for a range of purposes and audiences in a variety of styles and forms
<b>3. Speaking and Listening:</b> Communicates effectively with an audience

### Assessment Tasks

1. Text Response
2. Writing Folio
3. Oral presentation
4. Exam

# Mathematics

“Pure mathematics is, in its way, the poetry of logical ideas.”

Albert Einstein

Mathematics at the Year 10 level is blocked, allowing students to be placed into levels that reflect their ability in this subject, based on their Year 9 Maths results.

**\*\*Disclaimer:** \*Please note: Due to ongoing amendments to the Victorian Curriculum, there may need to be adjustments to the content, order and/or time allocated for some areas of study.

Mathematics at Year 10 is designed to reflect the VCE pathways students will undertake in Year 11: Y10 Maths Methods, Y10 General Maths and Y10 Foundation Maths. Some of the courses have pre-requisites with regards to minimum average percentages achieved in Year 9.

<b>Year 10 Maths Methods:</b> 75% or higher in Year 9 Mathematics
<b>Year 10 General Maths:</b> 50-74% in Year 9 Mathematics
<b>Year 10 Foundation Maths:</b> 0-49% in Year 9 Mathematics Numeracy Support in Year 9

## Year 10 Foundation Maths

Students follow a modified curriculum which looks at using their Maths in real life situations and developing the necessary mathematical skills for life after school. This group will not be able to access all VCE subjects in Year 11.

Students study a wide range of topics in Semester One including Number, Algebra, Linear Equations and Trigonometry. The approach to these topics is through the application of skills to real life situations. In Semester Two the students focus on Measurement including area and volume of complex shapes.

They look at Geometry and its uses in real life context. Statistics and Probability are looked at using their skills to collect and analyse their own data.

## Area of Study: Foundation Maths

Semester One	Semester Two
Number	Measurement
Algebra	Geometry
Linear Relations	Statistics
Trigonometry	Probability

### Assessment Tasks

All students will complete the following tasks:

1. Topic Tests
2. Inquiry Projects
3. Semester Exams

## Year 10 General Maths

Students follow the main stream Australian Curriculum. Students are able to select from a range of VCE Maths subjects including General Maths Units 1 and 2 or Foundation Maths Units 1 and 2. The progression onto the General Maths Units 1 and 2 is subject to a satisfactory completion of the year.

Students study a wide range of topics in Semester One including Number, Algebra, Linear Relationships and Trigonometry. In Semester Two they continue to develop their understanding of Measurement, Geometry, Statistics and Probability.

## Area of Study: General Maths

Semester One	Semester Two
Number	Measurement
Algebra	Geometry
Linear Relationships	Statistics
Trigonometry	Probability

### Assessment Tasks

All students will complete the following tasks:

1. Topic Tests
2. Inquiry Projects
3. Semester Exams

## Year 10 Maths Methods

Students follow the Victorian Curriculum including topics found in the 10A Curriculum to extend and develop their understanding. Students are able to select from a range of VCE Maths subjects, including Specialist Maths Units One and Two and Maths Methods One and Two. The progression onto these Units One and Two is subject to a satisfactory completion of the year.

Students study a wide range of topics including Rational and Irrational numbers, Algebra, Linear and Non Linear Relationship. In Semester Two students continue to develop their understanding of Measurement, Trigonometry, Probability and Polynomials.

## Area of Study: Maths Methods

Semester One	Semester Two
Rational and Irrational Numbers	Polynomials
Algebra	Measurement
Linear relationships	Trigonometry
Non Linear relationships	Probability

### Assessment Tasks

All students will complete the following tasks:

1. Topic Tests
2. Inquiry Projects
3. Semester Exams



# Science

“Men love to wonder, and that is the seed of science.”

Ralph Waldo Emerson

Students will undertake two semesters of compulsory Science education. The first semester is a comprehensive general science study based on the Victorian Curriculum Design. The science curriculum is organised around three interrelated strands: Science understanding; Science as a human endeavour; and Science inquiry skills.

*\*\*Disclaimer: \*Please note: Due to ongoing amendments to the Victorian Curriculum, there may need to be adjustments to the content, order and/or time allocated for some areas of study.*

In the second semester students will choose one specialist science subject based upon the contextual application of Science in society today.

## Science understanding

Science knowledge represents the building blocks of science understanding but it is the dynamic nature of science understanding that will be beneficial to citizens in an ever-changing world.

## Science as a Human Endeavour

This strand highlights the need for informed, evidence-based decision making about current and future applications of science. It acknowledges that, in making decisions about Science and its practices, moral, ethical and social implications must be taken into account.

## Science inquiry skills

These involve posing questions, planning, conducting and critiquing investigations, collecting, analysing and interpreting evidence and communicating findings

## Assessment Tasks

1. Topic Tests
2. Practical Report
3. Inquiry tasks
4. Exam

## Areas of Study

### Semester One

Students will undertake studies from these main areas of scientific knowledge:

#### 1. Biological sciences

The transmission of heritable characteristics from one generation to the next involves DNA and genes.

#### 2. Chemical sciences

The atomic structure and properties of elements are used to organise them in the Periodic Table.

#### 3. Physical sciences

The motion of objects can be described and predicted using the laws of physics.

### Semester Two

Students will choose one of the electives below to specialise in for Semester Two of their Science studies at Year 10.

#### 1. Chemistry – Let’s make it react.

This unit looks at classifying chemical reactions and the ways chemistry is applied in our society. This unit is an introduction to VCE chemistry.

#### 2. The Universe – The Big Bang

In this subject, students will learn about the universe – its features and theories of formation. Students will look at evidence supporting the Big Bang Theory, recognise how the age of the universe is derived from the Big Bang Theory, describe how the universe has changed over time and recognise how the study of the universe uses skills from a range of branches of science, engineering and technologies.

#### 3. The Human Mind and Body – Let’s look at health issues of the body and mind.

Health is described as a state of physical, mental and social wellbeing



not just the absence of disease. Students will look into the effects of poor diet, infectious diseases and their treatment, as well as inherited disorders. Students will develop an understanding of the structure and function of the mind with specific inquiry into teenage depression issues.

#### 4. Global Systems – Make nature work for us

In this subject, students will learn about sustainability, the cycles that support life and ecosystems and some of the climate change issues that are relevant today. Specifically, students will explain how the atmosphere provides many of the conditions that support life on Earth, describing the cycling of matter through natural ecosystems and analysing changes to these caused by human influences. Students will discuss causes and consequences of climate change by analysing evidence of past climate change and predicting future changes.

To assist you in making a decision, further information will be available from the Science faculty leaders at the Year 10 information evening.

## VCE Pathway

Successfully completing Semester One Science and an appropriate Semester Two specialist subject will assist you to study one or more of the following in VCE Science;

1. Biology
2. Chemistry
3. Physics
4. Psychology
5. Environmental Science

It is an expectation that students reach a reasonable standard of achievement in Year 10 Science to access VCE Science subjects. Science subjects at VCE have minimum requirements and prerequisites that students must attain.

# Humanities

“I think most of us sense that it is a responsibility of the humanities to try to help better the conduct of human beings in their lives and manifold professional activities.”

J. Irwin Miller

In accordance with the requirements of the Australian Curriculum, Humanities at Year 10 encompasses the study of History, Geography, Economics and Business. Civics and Citizenship are also essential components of this course.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with a focus on Australia in its global context. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

It provides a study of geographical units that explore environmental change and management, through an in depth focus on urban environments. They apply human-environment systems thinking to understand the causes and consequences of the change to urban environments and geographical concepts and methods to evaluate and select strategies to manage the change. They also investigate the geographies of human wellbeing; exploring measures, spatial differences and different global perspectives of human wellbeing.

The Year 10 curriculum gives students the opportunity to further develop their economics and business concepts by considering Australia’s economic performance and standard of living. The ways governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies.

Students also study Australia’s system of government through comparison with another system of government in the Asian region. They investigate the values and practices that enable a democratic society to be sustained.

### Areas of Study

1. Environmental change and management
2. Geographies of human wellbeing
3. Economic Indicators of performance
4. Economic management and living standards
5. Government and democracy
6. Laws and Citizens
7. World War Two
8. Rights and Freedoms

**\*\*Disclaimer:** \*Please note: Due to ongoing amendments to the Victorian Curriculum, there may need to be adjustments to the content, order and/or time allocated for some areas of study.

### Assessment Tasks

Assessments make take the following forms and will consist of at least five pieces of formal assessment – essay, document analysis, fieldwork, inquiry led research, test or case study.

**VCE Pathway**  
 Doing this subject will assist you in the study the following in VCE:

1. History	4. Economics	6. Legal Studies
2. Geography	5. Health and Human Development	7. Business Management
3. Global Politics		8. Sociology





# Specialist Subjects

Most of the Specialist Subject options are a semester length; therefore Year 10 students may complete a maximum of four subjects. Availability of subjects will depend on numbers.

*Please note that there are costs associated with some specialist subjects.*

Choices will come from the following specialist areas;

## Strength and Conditioning

The Strength and Conditioning elective is designed to introduce students to weight training principles and exercises, as well as incorporating activities designed to improve their overall health and well being. Students will take part in gym visits in the semester long elective to learn both gym etiquette and safety; followed by sessions where they can implement their training program and discover available gym programs. At the completion of this unit students will have the knowledge necessary to design their own training programs and implement them in local gyms with confidence.

### Cost

\$60.00 (Costs may be subject to change).

## Boys' Team Sports

The Boys Team Sports elective is specifically designed to motivate male students to increase their physical activity and their knowledge of game tactics and strategies. The elective also aims to develop students both socially and physically through participation in the team environment. Students will take part in sports such as AFL, Hockey, International Rules and similar sports that can be pursued.

### Cost

Nil

## Girls' Team Sports

The Girls Team Sports elective is specifically designed to motivate female students to increase their physical activity and their knowledge of game tactics and strategies. The elective also aims to develop students both socially and physically through participation in the team environment. Students will take part in sports such as Netball, Aerobics, Tennis and other similar sports that can be pursued in the community.

### Cost

Nil

## Mixed Team Sports

The Mixed Team Sports elective follows the traditional Physical Education Curriculum at Lalor, being that classes include both boys and girls. Students will develop proficiency in a range of high-level movement and manipulative skills and implement ways of improving the quality of their performance during games, physical activity and sports.

### Cost

Nil

### Areas of Study (\*Theory Component)

*Subject to change in accordance with the Victorian Curriculum.*

Semester One	Semester Two
1. Role of the Coach	1. Energy Systems
2. National Physical Activity Guidelines	2. Drugs in Sport and Drugs and Parties
3. Community and Fitness	3. Mental Health Issues
4. Relationships and Gender	4. Food Behaviours
5. Health Issues	5. Musculoskeletal System

### Assessment Tasks

All students will also take part in the following assessments each semester.

1. Movement and Physical Activity – Physical Performance
2. Health Knowledge and Promotion – Semester Assignment and Semester Test

### VCE Pathway

Doing this subject will assist you with the content and concepts of the following VCE subjects;

1. Health and Human Development
2. Physical Education







## Dance

“We should consider every day lost on which we have not danced at least once.”

*Friedrich Nietzsche*

This course focuses on the development and presentation of dance and performance skills in a variety of styles with a focus on Choreography and Choreographers.

Students will develop performance skills and gain knowledge of the aesthetic qualities of dance. Students will apply their knowledge to a prepared solo and ensemble performance. Students will also view many choreographed pieces of work, with a focus on analytical skills.

### Areas of Study

1. Safety in Dance
2. History of Australian Dance
3. Contemporary
4. Choreographing/Performance
5. Choreographers – Modern and Australian
6. Different types of Dance – Indigenous, Asian, Social and Musical
7. Performance Work

### Assessment Tasks

1. Solo Performance
2. Group Performance
3. Choreographer Assignment

### Cost

\$20.00 (Cost may be subject to change).

## Drama

“The word theatre comes from the Greeks. It means the seeing place. It is the place people come to see the truth about life and the social situation.”

*Stella Adler*

The Year 10 Drama course focuses on the development of acting and performance skills in a variety of styles.

Students will gain knowledge and develop skills in dramatic elements, theatrical conventions and stagecraft. Students will then apply their knowledge to a scripted performance. This performance will be presented in the evening to an audience. Students will also view and review a professional performance.

### Areas of Study

1. Commedia Del'Arte
2. Naturalism
3. Expressive Skills

### Assessment Tasks

1. Ensemble Performances
2. Research Assignment
3. Performance Review

### Cost

\$20.00 (Cost subject to change).

## Illustration and Design

“Colour planning is crucial in the design of the environment. It's not enough to say that red is red and blue is blue”

*Verner Panton*

The Year 10 Illustration and Design program aims to enhance and develop skills in using drawing and computer methods for communication purposes.

Students will research and explore current trends in design to develop their ideas. They will work towards developing design concepts for the three main areas of design – communication, industrial and environmental by trialling and developing their skills in a broad range of materials and media. Students will follow the design process and produce final presentations for each area studied.

### Areas of Study

1. Art Appreciation
2. Art Production

### Assessment Tasks

1. Folio of completed design concepts supported by the visual diary
2. Written report

### Cost

\$20.00 (Costs may be subject to change).

### VCE Pathway

Doing these subjects will enable you to study the following in VCE:

### Art/Illustration and Design

1. Studio Art
2. Visual Communication Design

### Drama

1. Drama

### Media

1. Media

### Visual Communication Design

1. Studio Art
2. Visual Communication Design





# Visual Communication Design

“Design is the conscious effort to impose a meaningful order”

*Victor Papanek*

Students study the design process in order to generate ideas and find solutions to design problems developing their skills in research.

Design elements and principles are applied using a range of drawing methods including freehand, rendering and instrumental drawing. Students may study product, information or environmental design. They submit a folio of final presentations and a visual diary which demonstrate an understanding of the design process, drawing methods, materials and media. Students are required to complete tasks and present reports outlining the diversity of visual communication in different cultural contexts.

### Areas of Study

1. Art Appreciation
2. Art Production

### Assessment Tasks

1. Folio of final presentations supported by developmental work in the visual diary
2. Written report

### Cost

\$20.00 (Costs may be subject to change).

This subject is relevant to students who want to explore design as a career option.

## Humanities

# Business Practice

“To succeed in business, to reach the top, an individual must know all that is possible to know about business”

*J. Paul Getty*

This course examines key concepts in the business and commercial world and the importance of small business to the Australian Economy.

In particular the course examines the importance of small business to employment with a focus on the issue of industrial relations. The course focuses on financial and business management with a specific emphasis on recording practices and procedures using ICT. Finally, this subject is a good introduction to studies in VCE Business Management and Accounting.

### Areas of Study

1. Running a business – small business
2. Management and Business
3. Accounting
4. Investment
5. E-Commerce – Technology and Employment

### Assessment Tasks

1. Assignment/Case Study
2. Test

# Commerce

“Commerce changes the fate and genius of nations.”

*Thomas Gray*

This course examines key concepts in the economic, the legal and the political systems that we live in.

As part of the economic system, we examine the market economic system, the economic issues of trade between our economy and the rest of the world, unemployment and inflation and the social and economic impacts that they have. As part of the legal system, we examine the individual and legal issues. As part of the political system, we examine how we are governed and political involvement with various contemporary political issues. Finally, this is a preparatory subject for VCE Legal Studies and Economics.

### Areas of Study

1. Our economy – government and business
2. Global Link – trade
3. Employment and issues – unemployment and inflation
4. The law in action – the individual and legal issues
5. How we are governed – politics and government
6. Political involvement – the individual and political issues

### Assessment Tasks

1. Tests
2. Project/Assignment
3. Case Study

### VCE Pathway

Doing these humanities subjects will provide a good introduction to study the following in VCE:

- |                        |                    |
|------------------------|--------------------|
| 1. Accounting          | 5. Global Politics |
| 2. Business Management | 6. History         |
| 3. Economics           | 7. Sociology       |
| 4. Legal Studies       |                    |





## Rivalry, Power and Passion

“Those who do not study history are doomed to repeat it.”

*George Santayana*

Students will be introduced to the study of concepts through the enquiry method that prepares them for the study of modern History.

They will study concepts such as Imperialism, Government, Religion, Society, Commerce, Science and Philosophy. The study of these concepts will be supported within the historical events and people who have become well known historical figures. Students will analyse the changes that were implemented in the 17th, 18th and 19th centuries, and evaluate their significance in the creation of our modern society.

### Areas of Study

1. Imperialism and Colonialism
2. Enlightenment
3. Reformation
4. Revolutions

### Assessment Tasks

1. Research Report
2. Document Analysis
3. Historiography
4. Essay

### Cost

\$10.00 School produced resource. (Costs may be subject to change).

## English

### Journalism

“Journalism without a moral position is impossible. Every journalist is a moralist. It’s absolutely unavoidable.”

*Marguerite Duras*

The course focuses on studying print media and writing for different purposes relating to journalism.

Students will examine a newspaper’s structure, compare broadsheet and tabloid journalism and will write in a variety of styles and forms for a range of audiences. Students will look at how journalists explore issues and will consider the problems associated with bias in the print media.

### Areas of Study

1. Writing Techniques
2. Features of a newspaper
3. Ethics in journalism

### Assessment Tasks

1. Folio of Writing
2. Feature Article
3. Test
4. Oral presentation; Ethics in Journalism



## Literature

“Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.”

*C.S. Lewis*

The course focuses on the discussion of various literary forms, styles and genres.

Students will develop written responses to texts which display an understanding of the author’s style, language and values. It examines the language and terminology associated with formal literary criticism, and develops students’ skills in essay writing and critical awareness in response to a specific literary style.

### Areas of Study

1. To read widely and independently
2. To understand the variety of human experience and the critical appreciation of our culture and the cultures of others, as it is represented in literature
3. To develop the ability to read closely and critically
4. To present analytical, critical and creative responses

### Assessment Tasks

1. Essay
2. Oral Presentation
3. Writing folio

### VCE Pathway

Doing these subjects will enable you to study the following in VCE:

### Literature/Journalism

1. Literature
2. English
3. English as an Additional Language
4. Media





Languages

# Accelerated Languages

Italian and French will be offered at an accelerated level at Year 10 in 2017. This course is targeted at students who wish to begin the study of a language. This includes those who have not previously studied a language and those who wish to experience a second language, in addition to the one they have studied for the previous three years. These will be intensive, accelerated courses which prepare students for VCE Italian and VCE French. At the VCE level, languages are scaled up in the calculation of the ATAR.

While both languages will be offered at the accelerated level it should be noted that each of these classes will only run if there are sufficient numbers. If both classes have limited numbers students will be given an opportunity to take one language class. i.e If French has eight students and Italian has seven students, the students from the Italian class will have a chance to join the French class.

**Please Note:** Students choosing an Accelerated Language will need to choose this subject for both Semester One and Semester Two.

## Accelerated French

This course is designed for students who have not previously studied French and who are prepared to work at an

accelerated pace. It also caters for students who would like to study a second language, other than the language that they are studying in Year 9. The course will prepare them for the study of French at the VCE level.

The course will extend students' knowledge and develop their language skills in speaking, reading, listening and writing in the French language.

**Communication:** Students will use the French language to express and exchange information, ideas, opinions and personal experiences in speech and in writing. They will also develop the ability to employ the language in a variety of forms.

**Intercultural:** Students will develop an understanding of the French speaking community's culture as a basis for the understanding of other cultures. They will also look at the changing world of the French culture and France's influence on the rest of the world.

## Accelerated Italian

This course is designed for students who have not previously studied Italian and who are prepared to work at an accelerated pace. It also caters for students who would like to study a second language, other than the language that they are studying in Year 9. The course will prepare them for the study of Italian at the VCE level.

The course will extend students' knowledge and develop their language skills in speaking, reading, listening and writing in the Italian language.

**Communication:** Students will use the Italian language to express and exchange information, ideas, opinions and personal experiences in speech and in writing. They will also develop the ability to employ the language in a variety of forms.

**Intercultural:** Students will develop an understanding of the Italian speaking

community's culture as a basis for the understanding of other cultures. They will also look at the changing world of the Italian culture and Italy's influence on the rest of the world.

## Areas of Study

Accelerated French & Accelerated Italian:

1. <b>The Individual</b> – personal world, health, leisure, education and aspirations
2. <b>Italian or French speaking communities</b> – historical perspectives, lifestyle in Italy or France and abroad, arts, entertainment, social and contemporary issues
3. <b>The Changing World</b> – Migration, tourism & hospitality, trade and commerce and work

## Assessment Tasks

Accelerated French & Accelerated Italian:

1. Oral Tasks
2. Written Tasks
3. Cultural Task

## VCE Pathway

By completing Accelerated French the student will be able to study VCE French.

Students will also gain an insight into the French Revolution, which is a Year 12 History Subject.

By completing Accelerated Italian the student will be able to study VCE Italian. Students will also gain an insight into Renaissance Italy, which is not only a History subject at Year 12 but they may use their knowledge in their study of Art.

## Cost

School produced resources approx. \$20.00. Excursions approx. \$20.00. (Costs are subject to change).

## Science

# Basic Psychology

“Psychology cannot tell people how they ought to live their lives. It can however provide them with the means for effecting personal and social change.”

*Albert Bandura*

Psychology is an exceptionally broad topic, with numerous branches that explore very specific areas of the mind, brain and behaviour.

Basic Psychology at Lalor Secondary College is a general psychology course aimed at introducing students to the scientific study of the mind and human behaviour. This course will explore some of the major specialty areas within psychology and some of the major topics of interest for each branch of psychology.

This course is recommended for students that have an interest in Psychology and wish to gain a greater understanding of the subject before attempting Unit One and Two Psychology at the VCE.

**Please note:** *Some sensitive content may be covered during the course i.e. mental illnesses, treatments.*

### Areas of Study

1. Introduction to Psychology
2. The History of Psychology
3. Pop Psychology/Modern Psychology
4. Abnormal Psychology
5. Psychotherapies/Treatments
6. Forensic and Criminal Psychology
7. Personality
8. Positive Psychology

### Assessment Tasks

1. Topic Tests
2. Oral presentation
3. Media analysis
4. Semester Test

### Cost

This course may involve an excursion, to be determined.

# Horticulture and Sustainability

“It is apparent that no lifetime is long enough in which to explore the resources of a few square yards of ground.”

*Alice M. Coats*

This course is an introduction course that leads to Year 11 Environmental Science.

It involves a number of practical areas associated with production horticulture, as well as an understanding of the scientific principles of environmental science.

The course will be activity based where students will be involved in practical work.

### Areas of Study

Learning outcomes that are expected to flow from this study are:

1. Knowledge of the environment and the natural cycles that control it
2. An understanding of how society maintains a viable horticultural industry both commercial and for the home gardener
3. Consequences of monoculture including pests and disease
4. The enhanced greenhouse effect (global warming)
5. An understanding of Australian Native plants
6. Organisational, planning and budgeting ability

### Assessment Tasks

1. Tests
2. Inquiry Task (garden project)
3. Annotated poster

# Electronics

“Knowing how things work is the basis for appreciation and thus a source of civilised delight.”

*William Safire*

One Semester

### Learning Focus

This unit explores the field of electronics and how our understanding of this science has made for the development of electronic products used in industry and at home. The student will learn about electrical forces, series and parallel circuits, resistance and Ohms, transducers and electrical safety in the home. As part of the course, students will be involved in producing an electronic device such as a digital clock using an electronics kit.

### Areas of Study

1. Inside the Atom
2. Electrical Forces
3. Electricity at Home
4. Digital Electronics

### Assessment Tasks

1. Tests
2. Practical Reports
3. Inquiry Based Project

### Cost

\$15.00 (Cost may be subject to change).



Technology

## Product Design and Technology

“The design process, at its best, integrates the aspirations of art, science, and culture.”

Jeff Smith

Students explore product design by looking at function, aesthetics and environmental and economic factors.



They use a wide range of complex tools and processes to produce solutions to design briefs. They investigate timber and timber products and their characteristics and uses. The students are expected to complete detailed work, produce the items and evaluate the completed project.

**Areas of Study**

1. Design Process
2. Timber Characteristics
3. Production Stages
4. Environmental Impact

**Assessment Tasks**

1. Design folio and theory notebook
2. Project work
3. Written work

**VCE Pathway**

Doing these subjects will enable you to study the following in VCE:

1. Product Design and Technology

**Cost**

\$35.00 (Costs are subject to change).

## Food Technology

“Cooking is an art, but all art requires knowing something about the techniques and materials.”

Nathan Myhrvold

There are elements of this course that have much in common with the previous years of study within Food and Technology.

At the Year 10 level, this builds on the development of the student’s skills in managing and manipulating materials and ingredients as well as components and processes to produce a variety of products.

Students study appropriate safety and hygiene procedures and demonstrate ways of preparing and storing a range of foods to ensure they are safe to eat. Students learn how to analyse the nutritional requirements in the chemical and physical properties of food, to ensure they make informed decisions about how this information can influence their food choices. Students follow the design process and investigate the requirements of a design brief in order to produce a product for a specific purpose. Students explore a range of design options and produce their preferred option. Students will then use criteria to analyse, evaluate and make suggestions for modifications.

*There will be theoretical and practical components to this course.*

**Areas of Study**

1. Design Process
2. Food Spoilage and Poisoning
3. Diet related conditions
4. Physical and chemical properties of food
5. Nutrition
6. Practical cooking skills
7. Sustainability

**Assessment Tasks**

1. Research Assignment
2. Food preparation and management
3. Tests

**Cost**

\$55.00 (Costs are subject to change).

## Introduction to Hospitality

This subject will focus on meal preparation from canapés, to main course meal planning and preparation and desserts.

It is intended that this course will be more complex in practical nature than the current Food Technology subject and will adequately prepare students for Food or Hospitality/VET course at Year 11 and 12.

This course focuses on giving students an overview of the various sectors of the hospitality industry. The subject will enable students to experience the opportunity of catering and preparing food for a range of people outside the classroom.

**Areas of Study:**

1. Design a range of food items including entrée’s, mains, desserts as well as basic butchery, stocks, soups and canapés.
2. Students will produce a resume for future use in finding part time employment.
3. Research the different types of careers involved in the hospitality industry. Students will have to produce an assignment that looks at designing their own restaurant.

**Assessment Tasks**

1. Weekly practical’s and practical tests
2. Research Assignment
3. Theory tests

**VCE Pathway**

Doing these subjects will enable you to study the following in VCE:

1. Food Technology

**Cost**

\$45.00 (Costs are subject to change).  
School produced resource \$15.



# VCE Subjects

Students may choose to study one of the following VCE Unit 1 & 2 subjects, if they are able to demonstrate an ability to achieve\*. All subjects will run for two semesters and therefore the student will only be able to undertake two Year 10 semester length units from the specialist subject selections.

It is unlikely that all VCE subjects offered will run. Student choice will determine which subjects will run in 2017.

\*Students will need to demonstrate an aptitude, both in terms of academic success and maturity to attempt one of these subjects.

## Biology

“Biology is truly a land of unlimited possibilities. We may expect it to give us the most surprising information, and we cannot guess what answers it will return in a few dozen years... They may be of a kind which will blow away the whole of our artificial structure of hypothesis.”

*Sigmund Freud*

**If you have an interest in plants, animals, or even dissections, Biology is definitely the subject for you.**

Looking at how the natural environment and plants and animals have evolved is also a feature of this subject. Biology is a useful Science and provides a prerequisite subject for a number of courses. If you have an interest in plants, animals, or even dissections, Biology is definitely the subject for you. Looking at how the natural environment and plants and animals have evolved is also a feature of this subject. Biology is a useful Science and provides a prerequisite subject for a number of courses.

### Unit One

#### How do living things stay alive?

This unit explores the challenges organisms face in sustaining life. The cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs are studied. Adaptations that enhance the organism's survival in a particular environment and the role homeostatic mechanisms play in maintaining the internal environment are considered. Practical tasks will be undertaken to build experimental design and analytical skills. Assessment may include practical reports, tests, data analysis, bioinformatics and an exam. A student-designed investigation related to the survival of an organism or a species is also to be undertaken.

### Unit Two

#### How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. The process of DNA replication, inheritance of characteristic and the role of stem cells in medical therapies is examined. Students will consider the role of genetic knowledge in decision making about the inheritance of genetic condition and the social and ethical issues surrounding genetic screening.

#### Assessment Tasks

Assessment may include practical reports, tests, data analysis, bioinformatics and an exam. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is also to be undertaken.





# Business Management

“To succeed in business, to reach the top, an individual must know all it is possible to know about that business.”

*J.P. Getty*

If you wish to learn about, and have contact with, the world of business, then Business Management may be for you. Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives.

Each unit exposes students to real business scenarios and/or direct contact with business. It focuses on the issues facing managers and organisations in Australia and the rest of the world.

## Unit One

### Planning a business

This unit covers the following:

- How and why business ideas are created and developed, and explain the methods by which a culture of business innovation is generated in a nation
- Identifies various factors including taxes, laws, customers, suppliers and others which may affect business planning
- Examines the variety of influences such as finance, employees, location, impact on business plans. Students will generate a business plan.

## Unit Two

### Establishing a business

This unit covers the following:

- When establishing a business, owners must ensure they are complying with legal and financial record keeping requirements. The process of establishing effective policies and procedures.
- The importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analysis effective marketing and public relations.
- The staffing needs for a business and evaluating the benefits and limitations of management strategies in this area.

### Assessment

One or more of the following will be completed:

Small business investigation, research activity, case study, analytical exercise, marketing plan and examination.

# Environmental Science

“The object is to teach the student to see the land, to understand what he sees, and enjoy what he understands.”

*Aldo Leopold*

Are you interested in environmental issues? Do you want to know more about the earth’s structure and the impact of humans on the environment? If you do, then this is a subject you will enjoy.

## Unit One

### How are Earth’s systems connected?

This unit focuses on the examination of the Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Through a systems perspective, it explores the physical requirements for life and considers the effects of natural and human-induced changes in ecosystems. Investigations are conducted into the physical environment, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Consideration of the biotic and abiotic components of local ecosystems can be monitored and measured.

## Unit Two

### How can pollution be managed?

This unit explores the concept of pollution and associated impacts on the Earth’s four systems through global, national and local perspectives. Examination of wastes, contaminants and pollutants is undertaken and the management of pollution is considered. The effects of pollutants on the health of humans and the environment over time are analysed. The rules for the use, treatment and disposal of pollutants are considered and the different perspectives of those who are affected by pollutants are evaluated. The significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants are examined. The relationship between the Earth’s four systems and the impact of pollutant effects on each system are examined. The factors affecting the nature and impact of pollution are looked at. A comparison of three pollutants of national and/or global significance and their effects in the atmosphere, biosphere, hydrosphere and lithosphere is conducted and management options considered.

### Assessment Tasks

Assessment Tasks include one or more of the following; fieldwork and report, written report, practical investigation, case study, tests and exams and a multimedia report.

# Health & Human Development

Health and Human Development is a subject that can be used in everyday life. You learn about physical, mental and social health and development across the human lifespan, as well as the factors that determine these.



## Unit One

### The Health & Development of Australia's Youth

This unit focuses on the health and individual human development of Australia's youth, and explores the inter-relationships that exist between them. Students develop understanding of a range of determinants and their ability to influence youth health and individual human development. Students explore the importance of nutrition and the developmental functions it performs in the body and the effects it has on the health and individual human development of youth. Students investigate in detail one health issue relevant to youth. They explore the impact of this health issue on all dimensions of youth health and individual human development.

#### Areas of Study

1. Understanding youth health and human development
2. Youth Issues

## Unit Two

### Individual human development and health issues

This unit focuses on the health and individual human development of Australia's unborn children, children and adults. Students investigate how the determinants, including physical environment, biological, behavioural and social influence prenatal health and individual human development.

#### Areas of Study

1. Prenatal health and individual development
2. Child health and individual development
3. Adult health and individual development

#### Assessment Tasks

Students complete one or more of the following:

- Case Study Analysis
- Data Analysis
- Visual Presentation
- Multimedia Presentation
- Oral Presentation
- Test
- Written Report





## Psychology

“The brain struggling to understand the brain is society trying to explain itself.”

*Colin Blakemore*

Do you want to know how the brain works? How do individuals develop? Why are individuals all different and unique? How does the brain function and how do people learn? If you are interested in this, Psychology is a good subject for you to do.

### Unit One

#### How are behaviour and mental processes shaped?

In this unit, students are introduced to the development of contemporary and classical theories in order to understand the brain and its functions, and to explain the development of thoughts, feelings and behaviours. Impairments of brain functioning and human development are investigated with reference to Parkinson’s disease and brain damage. The way biological, psychological and social factors interact to affect a person’s psychological development are explored. Students consider the interactive nature of hereditary versus environmental factors in investigating typical or atypical psychological development including emotional cognitive and social development, and disorders of psychological development.

### Unit Two

#### How do external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students investigate how perception of stimuli enables an individual to interact with the world around them and how distorted perceptions can impact how they interact with the world. The way factors and contexts can influence the way an individual or group behaves is explored in order to understand human perception. Students complete a practical investigation related to external influences on behaviour.

#### Assessment Tasks

Assessment tasks will include one or more of the following; research investigations, folio of activities, media response, visual presentation, test, essay or data analysis.

## Sociology

Have you ever wondered why people behave the way they do? Have you ever questioned why people break the rules and commit crimes? Have you ever questioned what makes people connect? You may then be interested in Sociology. Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. It assists in the development of an understanding of human behaviour and social structures.

### Unit One

#### Youth and Family

In this unit students will seek to understand the way youth and adolescence are constructed as social categories through observing the differing experiences of young people. The reasons for the differing experiences will be investigated as well as the potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students will also investigate the social institution of the family to explain the purpose and experiences of family life. Factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies will be explored as they have been identified as influencing the traditional view of the family.

### Unit Two

#### Social Norms: Breaking the Code

This unit will explore the concept of deviance, particularly the differing explanations of what constitutes deviant behaviour. Students will also explore the phenomenon known as moral panic. Students investigate crime and punishment through exploring patterns of crime and considering the significance of a range of factors, such as class, gender, age and race/ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

#### Assessment

Assessment will include one or more of the following tasks: interview and report, research report, test, film analysis, annotated media file, essay or multimedia presentation.







**LALOR SECONDARY COLLEGE**

David Street, Lalor 3075

[www.lalorsc.vic.edu.au](http://www.lalorsc.vic.edu.au)