

YEAR 10

# HANDBOOK

SUBJECT SELECTION GUIDE 2023



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## INTRODUCTION

This handbook contains information about Year 10, the Victorian Certificate of Education (VCE) and the International Baccalaureate (IB) Diploma Programme for students enrolled at the Islamic College of Melbourne. ICOM also offers a comprehensive range of Vocational Education and Training (VET) units from within the Inner Melbourne VET Cluster.

This handbook should be used by students to help them plan their pathway through the senior school by selecting combinations of subjects that lead to their intended career and post school studies. In selecting their senior years program, students will be provided with extensive counselling from within the school to assist them in making these important decisions.

The Islamic College of Melbourne provides students with two study options in their senior years of schooling year 11 & 12.

These programs of study are:

1. The Victorian Certificate of Education (VCE) incorporating VET  
or
2. IB Diploma Programme

For full information on both courses please refer to the following handbooks:

### VCE Handbook:

<https://icom.vic.edu.au/wp-content/uploads/2020/04/26.1.-VCE-Handbook-Student-2020-2021.pdf>

### IB Diploma Handbook:

[https://icom.vic.edu.au/wp-content/uploads/2020/06/IBDP\\_Handbook-ICOM\\_Class\\_of\\_2022.pdf](https://icom.vic.edu.au/wp-content/uploads/2020/06/IBDP_Handbook-ICOM_Class_of_2022.pdf)

In mid Term 3, in **Year 9**, students are expected to make a preliminary choice on which pathway they will be pursuing

## SENIOR SCHOOL STRUCTURE

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## YEAR 10 AT ICOM

Students in Year 10 at ICOM participate in a three-year senior program. This curriculum program has been designed to meet the diverse educational needs of our students and to provide each student with a stimulating and valuable learning experience.

All students will undertake work placement as part of the Year 10 careers program. This is designed to help students explore career options and promote job-seeking skills. Students are required to find their own work placement. Work placement is for one week only and takes place during a designated week in Term 2 holiday break.

All students will also participate in a Community and Service Program under the CAS (Creativity, Activity and Service Certificate). Students are required to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. CAS enables students to enhance their personal and interpersonal development as well as their social and civic development through experiential learning. CAS supports students in achieving a counterbalance to the academic challenge of the rest of their study program. All students will receive a CAS Certificate from the International Baccalaureate Organisation (IBO) at the end of Year 12.

### FEATURES OF THE YEAR 10 PROGRAM

1. Students will complete six subjects (in addition to classes in Physical education, careers and Quran & Islamic Studies) and are expected to select subjects for the duration of the year.
2. All students must select one Year 10 English and one Year 10 Mathematics subject based on their preferred pathway of study (VCE or IB) and academic ability.
3. Science and Humanities are compulsory. Students will choose 2 science and 2 humanities subjects to study throughout the year.
4. All students will have the opportunity to undertake one VCE subject. Students who wish to pursue an IB Diploma pathway in Year 11&12 IB students must choose Unit 3&4 Extended Investigation.
5. All students will have the opportunity to undertake one VCE-VET certificate. Students who wish to pursue an IB Diploma pathway in Year 11&12 IB students must choose Certificate III in Laboratory Skills or Certificate II in Applied Language Arabic.
6. All students in the senior years will complete mid and end of year exams.
7. All Year 10 students will participate in the Community & Service Program CAS.
8. All Year 10 students are required to complete at least one week of work experience placement.
9. Students will be equipped to pursue the VCE or IB Diploma Programme at the end of Year 10.
10. All subject choices made by students will be considered on a case-by-case basis and student choices may not be granted due to academic results in Year 9.



# Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions. Students are assessed and ranked, and it is this Australian Tertiary Admission Ranking (ATAR) that is required for university entrance. Obtaining the VCE is an achievable goal for most students; however, performing well in the ranking is challenging. This handbook provides information to assist students in planning their pathway through the VCE. We encourage students to read the VCE handbook on the ICOM Website carefully and use it to ask questions about the subjects in which they have an interest. To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from the English curriculum area with at least one Unit 3 & 4 sequence.
- Three sequences of Unit 3 & 4 (or VET equivalent) other than English.

## VCE ASSESSMENT OUTCOMES

Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study. The classroom teacher (using a range of assessment methods) is responsible for assessing outcomes.

- Units 1 & 2 in the VCE are graded differently from Units 3 & 4.
- Students completing a Unit 1 & 2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for every unit they undertake.
- For Unit 3 & 4 students' work is graded on a scale from A+ to E. These marks are used to calculate a study score, which is used to determine the student's Australian Tertiary Admissions Rank (ATAR).
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students.
- An N for any one of these gives the student an N for the unit. It is from the study's outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined.
- GRADED ASSESSMENT TASKS - For students undertaking Units 1 & 2, there will be graded tasks in each unit.

These tasks will determine whether the student receives an S or N mark for the subject overall. Students will also be required to sit a school-based examination at the end of each unit. For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks (VCD only) for each unit.

In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

All marks and grades awarded by the school are conditional and may change because of statistical moderation conducted by the VCAA.

## STUDIES THAT COUNT TOWARDS THE ATAR

The ATAR is based on up to six VCE study results. The results do not all have to be from one year. The ATAR is calculated using:

- The best score in any one of the English studies plus
- The scores of a student's next best three permissible studies (which together with the English study make the 'Primary Four'), plus
- 10 per cent of the scores for any fifth and sixth study which a student may have completed (these are called increments). Students with the Primary Four will receive an ATAR. VTAC will use up to six results in calculating the ATAR. If a student has more than six results, the six scores that give the highest ATAR are used.





# VET

# Vocational Education and Training

VET is a senior school study that enables a secondary student to combine their VCE studies with vocational training. VET is usually a two-year program combining general VCE studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification and complete the VCE at the same time. It provides the opportunity to trial a career and helps students explore possible areas of interest and promote further study and work choices. VET allows students to go directly into employment or receive credit towards further study and matches student interest and career directions through the provisions of strong pathways. Important industry specific skills and workplace skills are learnt through the VET program. Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.

In addition to normal VCE subjects, the College will be offering a VCE VET programs. VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification usually a Certificate II or Certificate III qualification. All VCE VET programs offered by the College provide credit towards the VCE and contribute to the ATAR at units 3&4, as they are scored VCE VET subjects.

The Certificate II or III accreditation comes from an approved training organisation.

## CONTRIBUTION TO THE VCE

VET courses are fully incorporated into the VCE. If a VET subject can contribute credit points towards obtaining the VCE it will usually be referred to as VCE VET.

### Key features include:

- VET programs usually have a Unit 1 - 4 structure
- Of the 16 units, that make up the VCE, up to three sequences other than English can be approved VCE VET Unit 3 & 4 sequences.
- VET programs can contribute directly to the ATAR

## VET ASSESSMENT

The VET classroom teacher against a nationally accredited set of competencies assesses VET studies. If a student is competent, they receive a satisfactory grade. If a student cannot demonstrate their competence in an area, then they can be re-assessed later after further practise. Where possible, assessment should be a particular task or based on a particular task. The VCE Handbook contains the most up to date information on courses on offer at ICOM and can be found on the College website.

## COST

Depending on the course, the cost to participate can be between \$350 - \$1,000 which are published in the Year 10 Booklist.

# IB Diploma Programme



The International Baccalaureate Diploma Programme is a curriculum framework designed by the International Baccalaureate Organisation (IBO) for students in their final two years of high school. The DP is centred on the Learner Profile, a group of ten characteristics that define an IB student and highlight the qualities, which are central to the IBO philosophy.

Diploma Programme students study six subjects, three at standard level and three at higher level, over two years.



Alongside these, students must complete three additional core requirements: the theory of knowledge (TOK), the extended essay (EE) and at least 150 hours of CAS—creativity, activity and service tasks completed outside the classroom.

All IB programmes have a focus on international-mindedness, ensuring students understand their place in their local, national and international community. IB students are required to learn an additional language separate to their native language. This study assists students to develop an understanding and appreciation of others' perspectives and cultures, whilst respecting their own language and cultural context.

For more information on the IB Diploma Programme: <https://www.ibo.org/programmes/diploma-programme/>

For specific IB Diploma subject information: <https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>

## WHY UNDERTAKE THE IB DIPLOMA?

IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who share a belief that education can help to build a better world.

Students who have undertaken the IB report that their involvement with the IB has given them the tools needed to succeed beyond high school. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time in a university or workplace setting. Even more important, they have developed a sense of the world around them and their responsibility to it.

The IB Program aims to:

- Provide a balanced, consistent and challenging academic experience, which emphasises the education of the whole person.
- Provide an internationally accepted university entrance qualification into universities in Australia and around the world.
- Promote international understanding through shared academic connections and experience.
- Develop a student's sense of identity and cultural awareness.
- Develop critical and compassionate thinkers who are informed participants in local and world affairs.
- Support learning relationships across communities, both locally and globally
- Make transfer between international schools more convenient for internationally mobile families

## IB DIPLOMA ACCESS

Students who wish to enrol in the Diploma are required to submit an expression of interest form with their Year 10 subject selection form.

Any student considering the IB must ensure that they are aware of the course requirements and extracurricular commitments of the programme, so that preparation can be made to accommodate this workload in years 11 and 12. The IB Diploma Programme is an alternate course of study for students at ICOM and it carries with it additional fees to cover the costs of administration, examinations and IBO annual registration. Students wishing to undertake the IB are required to pay these fees in full prior to enrolment in the Diploma.

## IB DIPLOMA ASSESSMENT

To successfully complete the Diploma, students must undertake examinations in their chosen subject areas at the end of the two-year Diploma. External IB examiners mark these exams. Students also complete assessment tasks in school, which are marked by subject teachers and externally appointed IBO assessors. Marks are awarded for each subject on a scale of 1 (lowest) to 7 (highest). Students can also gain up to three additional points for their combined results in the Theory of Knowledge and the Extended Essay. The Diploma is awarded to students who obtain an overall score of 24. The maximum score for the Diploma is 45. Unlike the local VCE award, assessment of the Diploma is criteria-based and students are not ranked in order to obtain a final score. Refer to the IB Diploma Handbook on the ICOM website for further details.

## IB AND THE ATAR

The IB DP has become well known at Australian Universities as an increasing number of IB students have performed well at the tertiary level. Comparability scales have been developed to compare IB scores with local scores and ATAR conversion tables are produced each year so that families can see how IB results are converted for university acceptance. Some universities give credit IB subjects, and a number of universities now accept IB students on the basis of their predicted score for the IB Diploma. The table shows the 2023 ATAR conversion scores for IB students. 24 is the pass mark for satisfactory completion of the Diploma. Below is an example of a student's IB pathway completed over the two years of the Diploma programme. The following table applies to Australian students applying for University in 2023 to commence tertiary study.

IB Admissions Score	Combined Rank for entry in 2023
45.75	99.95
45.50	99.95
45.25	99.90
45.00	99.85
44.75	99.80
44.50	99.75
44.25	99.70
44.00	99.60
43.75	99.55
43.50	99.45
43.25	99.35
43.00	99.30
42.75	99.20
42.50	99.10
42.25	98.95
42.00	98.85
41.75	98.70
41.50	98.55
41.25	98.40
41.00	98.25
40.75	98.05
40.50	97.90
40.25	97.70
40.00	97.50
39.75	97.30
39.50	97.10
39.25	96.90
39.00	96.70
38.75	96.45
38.50	96.25
38.25	96.00
38.00	95.75
37.75	95.45
37.50	95.20
37.25	94.90
37.00	94.55
36.75	94.25
36.50	93.90
36.25	93.60
36.00	93.25
35.75	92.95
35.50	92.60
35.25	92.30
35.00	91.95
34.75	91.65

IB Admissions Score	Combined Rank for entry in 2023
34.50	91.30
34.25	90.85
34.00	90.40
33.75	89.95
33.50	89.50
33.25	89.05
33.00	88.60
32.75	88.15
32.50	87.70
32.25	87.25
32.00	86.80
31.75	86.35
31.50	85.90
31.25	85.45
31.00	85.00
30.75	84.55
30.50	84.10
30.25	83.55
30.00	83.00
29.75	82.40
29.50	81.85
29.25	81.35
29.00	80.85
28.75	80.35
28.50	79.85
28.25	79.30
28.00	78.75
27.75	78.15
27.50	77.60
27.25	77.05
27.00	76.50
26.75	75.90
26.50	75.35
26.25	74.70
26.00	74.05
25.75	73.35
25.50	72.70
25.25	72.10
25.00	71.45
24.75	70.85
24.50	70.20
24.25	69.60
24.00	68.85

## YEAR 10 SUBJECTS

### Compulsory Year 10 Subjects

# SCIENCE



### Subject Description

The science program at Year 10 provides students with the opportunity either to complete their secondary school education in IB Diploma sciences or to undertake any of the VCE science specialisations providing they have acquired a strong enough understanding of the knowledge and skills. The work program offered in Year 10 includes extension activities to provoke and extend students understanding in the various science disciplines.

Students will gain scientific skills to equip them to study any of the IB Diploma or VCE sciences. At ICOM, students explore two of the main sciences that can be studied in year 11 & 12 with the specialist teacher in that field. They study two sciences throughout Year 10.

All Year 10 students will choose two sciences to study (one per semester):

## BIOLOGY

In the Biology unit, students will explore the structure of DNA and RNA along with the process of protein synthesis. Students will also study the latest technology involved around DNA manipulation. Students apply their knowledge of DNA manipulation technologies through investigation of case study data analysis and/or a bioethical issue.

Students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Students analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

### WHAT STUDENTS WILL LEARN

#### The relationship between nucleic acids and DNA technologies

- nucleic acids as information molecules that encode instructions for the synthesis of proteins: the structure of DNA, the three main forms of RNA (mRNA, rRNA and tRNA) and a comparison of their respective nucleotides
- the genetic code as a universal triplet code that is degenerate and the steps in gene expression, including transcription, RNA processing in eukaryotic cells and translation by ribosomes

- the use of enzymes to manipulate DNA, including polymerase to synthesise DNA, ligase to join DNA and endonucleases to cut DNA
- the function of CRISPR-Cas9 in bacteria and the application of this function in editing an organism's genome
- amplification of DNA using polymerase chain reaction and the use of gel electrophoresis in sorting DNA fragments, including the interpretation of gel runs for DNA profiling
- the use of recombinant plasmids as vectors to transform bacterial cells as demonstrated by the production of human insulin

### Regulation of biochemical pathways in photosynthesis and cellular respiration

- the general role of enzymes and coenzymes in facilitating steps in photosynthesis and cellular respiration
- the general factors that impact on enzyme function in relation to photosynthesis and cellular respiration: changes in temperature, pH, concentration, competitive and non-competitive enzyme inhibitors
- inputs, outputs and locations of the light dependent and light independent stages of photosynthesis in plants.
- the main inputs, outputs and locations of glycolysis, Krebs Cycle and electron transport chain including ATP yield.

### Human change over time

- the shared characteristics that define mammals, primates, hominoids and hominins
- evidence for major trends in hominin evolution from the genus *Australopithecus* to the genus *Homo*: changes in brain size and limb structure

## CHEMISTRY

In this area of study students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds and ionic compounds.

The selection of learning contexts should allow students to develop practical techniques to investigate the properties and reactions of various materials. Students develop their skills in the use of scientific equipment and apparatus. They use solubility tables to experimentally identify unknown ions in solution. In this area of study students also focus on the measurement of quantities in chemistry. Students develop their skills in the use of scientific equipment and apparatus. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt, and consider how the quality of data generated in experiments can be improved.

Students will also adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data. They develop a research question related to a chosen topic of investigation, and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

### WHAT STUDENTS WILL LEARN

#### Elements and the periodic table

- the definitions of elements, isotopes and ions, including appropriate notation: atomic number; mass number; and number of protons, neutrons and electrons, including shell and subshell electronic configurations.



### Covalent substances

- the use of Lewis (electron dot) structures, structural formulas and molecular formulas to model the following molecules: hydrogen, oxygen, chlorine, nitrogen, hydrogen chloride, carbon dioxide, water, ammonia, methane, ethane and ethene
- shapes of molecules (linear, bent, pyramidal, and tetrahedral, excluding bond angles) as determined by the repulsion of electron pairs according to valence shell electron pair repulsion (VSEPR) theory
- polar and non-polar character with reference to the shape of the molecule
- the relative strengths of intramolecular bonding (covalent bonding) and intermolecular forces (dispersion forces, dipole-dipole attraction and hydrogen bonding)
- physical properties of molecular substances (including melting points and boiling points and non-conduction of electricity) with reference to their structure and bonding

### Reactions of ionic compounds

- the common properties of ionic compounds (brittleness, hardness, melting point, difference in electrical conductivity in solid and molten liquid states), with reference to the nature of ionic bonding and crystal structure
- deduction of the formula and name of an ionic compound from its component ions, including polyatomic ions ( $\text{NH}_4^+$ ,  $\text{OH}^-$ ,  $\text{NO}_3^-$ ,  $\text{HCO}_3^-$ ,  $\text{CO}_3^{2-}$ ,  $\text{SO}_4^{2-}$  and  $\text{PO}_4^{3-}$ )
- the formation of ionic compounds through the transfer of electrons from metals to non-metals, and the writing of ionic compound formulas, including those containing polyatomic ions and transition metal ions
- the use of solubility tables to predict and identify precipitation reactions between ions in solution, represented by balanced full and ionic equations including the state symbols: (s), (l), (aq) and (g)

### Quantifying atoms and compounds

- the relative isotopic masses of isotopes of elements and their values on the scale in which the relative isotopic mass of the carbon-12 isotope is assigned a value of 12 exactly
- determination of the relative atomic mass of an element using mass spectrometry (details of instrument not required)
- Avogadro's constant as the number  $6.02 \times 10^{23}$  indicating the number of atoms or molecules in a mole of any substance; determination of the amount, in moles, of atoms (or molecules) in a pure sample of known mass
- determination of the molar mass of compounds, the percentage composition by mass of covalent compounds, and the empirical and molecular formula of a compound from its percentage composition by mass



Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

In this, unit students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion-using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Students further look at Optics a branch of physics that studies electromagnetic radiation, its interactions with matter, and instruments used to gather information due to these interactions.

### Concepts used to model electricity

- apply concepts of charge ( $Q$ ), electric current ( $I$ ), potential difference ( $V$ ), energy ( $E$ ) and power ( $P$ ), in electric circuits
- explore different analogies used to describe electric current and potential difference
  - current versus potential difference ( $I$ – $V$ ) graphs
  - resistance as the potential difference to current ratio, including  $R = \text{constant}$  for ohmic devices
- model household electricity connections as a simple circuit comprising fuses, switches, circuit breakers, loads and earth

### Motion and energy

#### Concepts used to model motion

- identify parameters of motion as vectors or scalars
- analyse graphically, numerically and algebraically, straight-line motion under constant acceleration
- graphically analyse non-uniform motion in a straight line
- explain changes in momentum as being caused by a net force:

#### Energy and motion

- apply the concept of work done by a constant force
- investigate and analyse theoretically and practically Hooke's Law for an ideal spring
- calculate the efficiency of an energy transfer system:

### How can human vision be enhanced?

#### Behaviour of light

- identify that light travels in straight lines in a uniform medium
- investigate and apply theoretically and practically the two laws of reflection at a plane surface:
  - the angle of incidence is equal to the angle of reflection
  - the incident ray, reflected ray and the normal at the point of incidence are coplanar
- model and explain human vision as refraction at a spherical surface with an adjusting lens
- distinguish between short-sightedness and long-sightedness, and explain their correction by concave and convex lenses, respectively
- explain accommodation in the human eye including the effects of ageing
- investigate and explain the treatment of cataract blindness including the use of intraocular lenses
- investigate the operation of the bionic eye.

## PSYCHOLOGY

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

Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered and together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

In this unit, students explore the overall functioning of the human nervous system, brain plasticity and the biological and psychological processes that contribute to learning and memory. Students will explore the biological, psychological and social models of understanding human behaviour and the way these factors influence mental health. Students will undertake a student-designed scientific investigation relating to mental processes and psychological functioning. The investigation involves the generation of primary data and draws on knowledge and related key science skills. They examine the contributions made to psychological knowledge and current scientific methods applied in the field.

### WHAT STUDENTS WILL LEARN

#### **Nervous system functioning**

- the roles of different subdivisions of the central and peripheral nervous systems in responding to, and processing and coordinating with, sensory stimuli received by the body to enable conscious and unconscious responses, including spinal reflexes.
- the role of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory effects or inhibitory effects as compared to neuromodulators that have a range of effects on brain activity.
- synaptic plasticity – resulting from long-term potentiation and long-term depression, which together act to modify connections between neurons as the fundamental mechanism of memory formation that leads to learning.

#### **Approaches to understand learning**

- behaviourist approaches to learning, as illustrated by classical conditioning as a three-phase process that results in the involuntary association between a neutral stimulus and unconditioned stimulus to produce a conditioned response, and operant conditioning as a three-phase process involving reinforcement (positive and negative) and punishment (positive and negative).

#### **The psychobiological process of memory**

- the explanatory power of the Atkinson-Shiffrin multi-store model of memory in the encoding, storage and retrieval of stored information in sensory, short-term and long-term memory stores.
- the roles of the hippocampus, amygdala, neocortex, basal ganglia and cerebellum in long-term implicit and explicit memories.
- the use of mnemonics (acronyms, acrostics and the method of loci) to increase the encoding, storage and retrieval of information.

### Defining mental wellbeing

- mental wellbeing as a continuum, with an individual's mental wellbeing influenced by the interaction of internal and external factors and fluctuating over time, as illustrated by variations for individuals experiencing stress, anxiety and phobia.

### Maintenance of mental wellbeing

- the application of a biopsychosocial approach to maintaining mental wellbeing, with reference to protective factors including adequate nutritional intake and hydration and sleep (biological), cognitive behavioural strategies and mindfulness meditation (psychological) and support from family, friends and community that is authentic and energising (social).

# HUMANITIES



## Subject Description

Students will gain the skills to equip them to study any of the IB Diploma or VCE Humanities subjects offered at ICOM. At ICOM, students explore each of the four main areas from humanities that can be studied in year 11 & 12 with the specialist teacher in that field. They study two humanities throughout Year 10.

All Year 10 students will choose two humanities to study (one per semester):

## ECONOMICS & BUSINESS MANAGEMENT

### Thinking like an Economist

Economics and Business has an effect on everyone, irrespective of background. Students will explore important economic and business management concepts during the semester. In the initial half of the semester, for Economics studies, students will describe the basic economic problem of resource allocation to meet the needs and wants of the consumers. Students will discuss the purpose of economic activities and the effect of it on material and non-material living standards of various stakeholders including consumers/households, producers/businesses, and government.

Furthermore, young economists will explore the law of demand and law of supply. Students will analyse the impact of various factors like the prices of substitute goods/services, consumer's tastes and preferences, interest rates, population, and demographics on the consumer demand curve as well as the impact of factors like changes in the costs of production, technology, productivity, and climatic conditions and other disruptions on the supply curve. Building on this knowledge, students will analyse demand and supply graphs to explain changes in prices and quantities traded. Students will also distinguish between the meaning and importance of aggregate demand and aggregate supply. Additionally, students will understand how to measure economic growth using changes in real Gross Domestic Product as well as other indicators of economic growth to evaluate the potential benefits and limitations of economic growth. Students will research various strategies that businesses may use to increase profit, including price discrimination, multiple branding or anti-competitive behaviour as outlined in the Competition and Consumer Act 2010. Students will research contemporary case studies to make connections between economic theory and the workings of different markets in the Australian economy.

### Establishing a Business

In the second half of the semester, students will explore key Business Management concepts. Students will describe a process for creating and developing a business idea and explain how innovative and entrepreneurial practices can contribute to the national economic and social wellbeing. Students will investigate contemporary case studies to learn key lessons from successful business managers and business entrepreneurs. Students will explore sources of business opportunity such as innovation, recognising and taking advantage of market opportunities, changing customer needs, research and development, technological development, and global markets. Young entrepreneurs will then conduct market research surveys to undertake initial feasibility studies for a product/service that they would like to introduce in the markets.

## GLOBAL POLITICS

**Course Title/Theme:** *“Man is a wolf to man” – Power, War Crimes and Crises*

**Course Overview:** In Year 10 Global Politics, students will explore the ancient Roman saying “homo homini lupus” (*‘Man is a wolf to man’*) and question whether it still applies to our world today.

**Key Exploration 1:** *Live by the sword, die by the sword* (What is power?)

In this case study, students will look into different types of power: *hard power, soft power, military power, economic power, political power, diplomatic power, cultural power.*

**Key Exploration 2:** *Who’s who in the zoo?* (Global actors)

In this case study, students will look into the aims and power of five key global actors: *States, the United Nations, Amnesty International, Facebook Inc/Meta and one individual.*

**Key Exploration 3:** *Seeking Justice for War Crimes* (Group Inquiry Project)

In groups, students select **one** of the following topics and undertake a group inquiry project: *Gaza Conflicts (2012, 2014, 2021), Syria (2011-2021), Yemen (2015-2021), Ukraine (2022).*

**Key Exploration 4:** *The world in 2050* (Personal Interest Project)

Students select **one** of the following topics and undertake an individual personal interest project: *Climate Change, Refugees, Food Security, Artificial Intelligence and Warfare.*

## HISTORY

**Course Title/Theme:** *Marathon, Magnificent, Mayhem – A History of ‘Us versus Them’*

**Course Overview:** In Year 10 History, students will explore the idea of ‘Us versus Them’ through a series of Ancient and Modern History case studies. Students will investigate how and why civilisations, societies and groups have clashed in the past, and the impact of this violence. Students also consider these cases in relation to our own divided world today.

**Key Exploration 1:** *The Battle of Marathon, 490 BCE* (Ancient Greece)

In this case study, students will look into the clash of civilisations between the Persian Empire and the Greek city-state of Athens. Not only did this battle give its name to the famous Olympic race, it remains one of the greatest underdog victories of all time.

**Key Exploration 2:** *Suleiman the Magnificent, 1494-1566* (Ottoman Empire)

In this case study, students will look into the clash of religions with the Ottoman expansion into Christian Europe. Suleiman the Magnificent also known as Suleiman the lawgiver ruled over the very apex of this Great Islamic Empire which would see him as rightfully the equal of many great Monarchs of his time such as Henry VIII and Charles V of the Holy Roman Empire.

### Key Exploration 3: *M.A Dness and Mayhem* (Cold War and Inquiry)

In this case study, students will look into the superpower rivalry between the US and the former USSR (Russia). Specifically, the arms race, which for 13 days in October 1962, almost launched World War 3 and brought the world to the brink of nuclear destruction. As part of this topic, in groups, students also select **one** of the following topics and undertake a group inquiry project: *Holocaust (1938-45 CE)*, *Bombing of Hiroshima and Nagasaki (1945 CE)*, *Palestinian Nakba (1948 CE)*, *My Lai Massacre (1968 CE)*, *Cambodian Killing Fields (1975-79 CE)*, *Rwandan Genocide (1994 CE)*, and *Srebrenica Massacre (1995 CE)*.

### Key Exploration 4: *Struggles for Justice* (Personal Interest Project)

Students select **one** of the following topics and undertake an individual personal interest project: *The 1914 Christmas Truce (World War I)*, *Indigenous rights and freedoms in Australia (1938-2008 CE)*, *the US Civil Rights Movement (1950s-70s CE)*, *the struggle against Apartheid in South Africa (1948-1994 CE)*

## LEGAL STUDIES

### Course Title/Theme: *The Law and Me*

Legal Studies is a broad subject that enables students to become active and informed citizens.

In this unit of work, students develop a holistic understanding of the legal system that exists within Australia. Students develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system, which can cultivate greater awareness of such processes. During their study of year 10 Legal, students will be introduced with an awareness of the importance of the legal system and its profound influence on society. Students will consider the concept of social cohesion, identify the various sources and types of law, consider the Victorian court hierarchy and interpret the principles of justice. In doing so, students will be provided with an understanding of the foundations of Australia's legal system.

In addition, year 10 Legal studies will also assist students in developing an understanding of the various classifications of crime. Students will examine the main forms of criminal offences; summary and indictable offences. Through this, students will focus on various skills including synthesising and applying legal terminology and developing legal reasoning and principals to justify and argue criminal cases. Furthermore, key ideas will be elucidated including the presumption of innocence and the burden of proof.

Lastly, this unit of work will engage students in understanding sanctions and the enforcement of criminal law. Students will explore various the various sanctions that can be placed on individuals and consider the purposes of sanctions. Students will be encouraged to examine contemporary case studies to make connections between criminal offences and sanctions imposed. Ultimately, year 10 Legal will foster students research skills, promote critical thinking, and solve legal problems.

## YEAR 10 SUBJECT SELECTIONS

Students must choose one of the following English subjects

# ENGLISH



## YEAR 10 ENGLISH COURSES

Students select one of the following English Courses in Year 10 based on their academic ability and interest.

### FOUNDATION ENGLISH

The Foundation English study is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English Units 1–4 and in other VCE studies.

Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The study may be taken as a bridging course into the VCE or by students completing technically orientated courses. Foundation English also provides an opportunity for students to develop stronger connections between the Australian Core Skills Framework and their English studies.

### WHAT WILL STUDENTS LEARN

- ✓ strengthen and extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests
- ✓ strengthen and extend their language skills through thinking, reading, writing, speaking and listening
- ✓ communicate ideas and information effectively using the conventions of written and spoken language
- ✓ listen and speak in a range of informal and formal settings for different audiences and purposes
- ✓ read a range of texts to construct personal, creative, comparative and critical responses
- ✓ read accurately to locate, extract, understand, organise and synthesise ideas and information
- ✓ control the conventions of Standard Australian English in order to edit and proofread their writing to enhance accuracy of expression and clarity of meaning
- ✓ acquire a vocabulary to talk precisely about language and texts.



Bridging is designed for a range of students from diverse language and educational backgrounds and experiences. The study design draws on and strengthens the language skills and knowledge students have acquired, recognising their diverse educational backgrounds and English experiences. The nature and flexibility of this course provides teachers with the opportunity to focus on the needs and interests of their students. By engaging reflectively and critically with a range of increasingly complex spoken, print, multimodal and digital texts, students work individually and collaboratively to create their own texts for different audiences, purposes and contexts. Through this process, students develop the confidence, fluency and ability to make accurate and appropriate choices in the English language when engaging with a variety of issues and perspectives, contributing to their effective participation in Australian life.

### Aims

This study enables students to:

- ✓ develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
- ✓ develop their understanding of how language, structural features, and sentence structures are used to make meaning for a range of purposes, audiences and socio-cultural contexts
- ✓ develop competence across a range of increasingly challenging English language texts to construct a variety of responses, including creative, personal, factual, persuasive and critical
- ✓ strengthen and extend their understanding and use of metalanguage to explain the structural and language choices made by authors and themselves for different contexts and audiences
- ✓ edit and reflect on their own use of language to achieve accuracy and clarity of expression
- ✓ enhance their literacy skills across a range of curriculum areas in order to interpret and compose texts across different disciplines
- ✓ develop the capacity to identify improvement areas in their language skills.

## WHAT WILL STUDENTS LEARN

### Study of Texts

- ✓ How to analyse characters and themes in a number of texts
- ✓ How to identify authors' views and values
- ✓ How to identify the social, historical and political contexts and the influence of these on the texts
- ✓ How to write a text response essay developing a strong interpretation

### Creative Writing

- ✓ The key elements of creative writing pieces
- ✓ How to construct different writing forms using literary devices and other language conventions for different effects

### Creating Texts

- ✓ How to identify key ideas about a particular theme in a range of texts
- ✓ How to contrast and compare the development of ideas/ themes in a range of text types
- ✓ How to respond to a set context in a creative, expository and persuasive manner

### Using Language to Persuade

- ✓ How to analyse media texts
- ✓ How to identify persuasive elements in a range of different texts
- ✓ How to write an analytical essay
- ✓ Formulate persuasive speeches and analyse spoken texts



## ENGLISH ADVANCED

English Advanced is for students who love to read, are competent writers and enjoy speaking and debating in front of an audience. English Advanced offers students opportunities to challenge and extend their thinking skills through the critical analysis of complex texts and film. Students will engage with stimulating material that will inform their writing and reading, preparing them for their role in a global community.

Students will expand their knowledge of the world through various thought-provoking activities. There will be a focus on topical issues in the Australian media and students will present their views orally to persuade their audience. The course will align with VCE Literature & IB English Language & Literature through the content offered and will encourage independent learning in preparation for VCE/IB and university studies.

### WHAT WILL STUDENTS LEARN

#### Text Study

- ✓ How to analyse characters and themes in a number of texts
- ✓ How to identify authors' views and values
- ✓ How to identify the social, historical and political contexts and the influence of these on texts
- ✓ How to write a text response essay which develops a strong interpretation

#### Writing Styles

- ✓ How to identify key ideas about a particular theme in a range of texts
- ✓ How to contrast and compare the development of ideas/ themes in a range of text types
- ✓ How to respond to a set con- text in a creative, expository and persuasive manner

#### Expanding Ideas

- ✓ The key elements of creative writing pieces
- ✓ How to construct different writing pieces
- ✓ Compare and contrast texts and ideas
- ✓ Book reviews
- ✓ Reading
- ✓ Using literary devices and other language conventions for different effects

#### The Art of Persuasion

- ✓ How to analyse media texts
- ✓ How to identify persuasive elements in a range of different texts
- ✓ How to write an analytical essay
- ✓ Participate in debates
- ✓ Formulate persuasive speeches and present these orally

***As part of each of the English Courses students will study Thinking Skills***

## THINKING SKILLS



Thinking skills help prepare for senior school studies by providing students with pathways to develop attributes from the International Baccalaureate's Learner Profile.

**For example:**

- ✓ Through reflection - students consider their own experiences of learning and the influences that have shaped their thought processes;
- ✓ Through critical thinking - students evaluate the reliability of sources of information and the evidence for knowledge claims in order to make informed decisions;
- ✓ Through open-mindedness - students consider a range of perspectives and points of view.
- ✓ Through being internationally minded by gaining knowledge about world affairs.

In order to develop these attributes, students will examine factors, which influence critical thinking; evaluate evidence; and distinguish between fact and opinion.

### WHAT WILL STUDENTS LEARN

- ✓ The focus is on critical thinking skills. Topics covered include:
- ✓ Seeing the world – maps and representation; mental maps, aspects of language
- ✓ IB Learner Profile attributes
- ✓ Stereotypes, biases and logical fallacies
- ✓ Evidence, argument and opinion
- ✓ Ethical choices
- ✓ Different perspectives

## YEAR 10 MATHEMATIC COURSES

Students select one of the following Mathematics Courses in Year 10

# MATHEMATICS



## FOUNDATION MATHEMATICS

Foundation Mathematics caters for students not intending to continue with Mathematics beyond Year 10 or only intend on continuing with general maths in Year 11. The subject does, however, further develop the mathematical skills of students to support them during their VCE and VET studies. The focus of this subject will be the mathematics of the everyday, including the use of maths in business, manufacturing, construction and the environment. Students will explore the relationship between mathematical discovery and its impact on civilisation.

### WHAT WILL STUDENTS LEARN

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Financial and consumer mathematics
- Space and measurement

### Students will also complete a Mathematical investigation

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

Investigation is to be incorporated in the development of concepts, skills and processes for the unit, and can be used to assess the outcomes.

There are three components to mathematical investigation:

#### Formulation

Overview of the context or scenario, and related background, including historical or contemporary background as applicable, and the mathematisation of questions, conjectures, hypotheses, issues or problems of interest.

#### Exploration

Investigation and analysis of the context or scenario with respect to the questions of interest, conjectures or hypotheses, using mathematical concepts, skills and processes, including the use of technology and application of computational thinking.

#### Communication

Summary, presentation and interpretation of the findings from the mathematical investigation and related applications.

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### WHAT WILL STUDENTS LEARN

**The areas of study for General Mathematics are:**

- Data analysis, probability & statistics
- Discrete mathematics
- Functions, relations and graphs
- Space & Measurement

### **Students will also complete a Mathematical investigation**

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

Investigation is to be incorporated in the development of concepts, skills and processes for the unit, and can be used to assess the outcomes.

There are three components to mathematical investigation:

#### **Formulation**

Overview of the context or scenario, and related background, including historical or contemporary background as applicable, and the mathematisation of questions, conjectures, hypotheses, issues or problems of interest.

#### **Exploration**

Investigation and analysis of the context or scenario with respect to the questions of interest, conjectures or hypotheses, using mathematical concepts, skills and processes, including the use of technology and application of computational thinking.

#### **Communication**

Summary, presentation and interpretation of the findings from the mathematical investigation and related applications.

Year 10 Mathematics provides for the continuing mathematical development of students entering VCE. This course is designed to allow student entrance into year 12 Further Mathematics and Year 11 Mathematical Methods. Students solve problems involving indices and extend their study of exponential and logarithmic functions. Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independence, and their application to solving problems involving chance events. Students recognise the connection between simple and compound interest. Students cover matrices and their use to model practical situations and solve a range of related problems.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

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## **WHAT WILL STUDENTS LEARN**

### **Number & Algebra**

- Logarithmic and exponential laws
- Exponential Equations
- Algebraic Manipulation
- Polynomials, long division

### **Statistics & Probability**

- Multiple Events
- Using lists, tables, Venn diagrams, tree diagrams and grids
- Conditional Probability & Independent Events
- Simple & Compound Interest
- Determine the probability of outcomes in applied settings

### **Financial Mathematics**

- Simple & Compound interest
- Investments and Loans
- Apply ratio and proportion, and percentage and percentage change, to solve problems in a range of financial contexts

Advanced Mathematics is offered to students with a genuine passion and aptitude for Mathematics, whilst placing importance on producing clear, detailed solutions. This subject challenges students to explain the concepts behind a formula or process. This ranges from spontaneous discussions to formal derivations and/ or proofs, fostering an environment of curiosity as well as clear mathematical communication.

Students will build upon prior knowledge and skills and begin to bring previously separate ideas together in new contexts. A key component of this year will be using technology to explore concepts in greater depth. In particular, students will become familiar with the Computer Algebraic System (CAS) calculators as a tool to enhance understanding and prepare students for VCE Math Methods and IB maths.

### WHAT WILL STUDENTS LEARN

#### Number & Algebra

- Show equivalencies and make generalisations
- Logarithmic and exponential laws
- Sequences and series

#### Functions

- Linear, polynomial, exponential, logarithmic and periodic functions
- Explore the properties of different functions
- Correspond the parameters of functions to their geometrical features
- Solving simultaneous and quadratic equations

#### Geometry & Trigonometry

- Calculate unknown information for any triangle, including in 3D and navigational settings
- Apply congruence and similarity tests to groups of values, including situations involving volume and surface area
- Trigonometric functions
- Derive and use circle theorems

#### Statistics & Probability

- Read and interpret data sets and graphs, including in the media
- Display and analyse univariate and bivariate data
- Determine the probability of outcomes in applied settings

#### Calculus

- Rates of change
- Limits
- The derivative function
- Rules of differentiation

## VCE SUBJECTS

All Year 10 students will have to study one VCE subject.

The same subject sequence will then be carried through to Year 11 where the student will compete the subject as Unit 3&4 and sit for the final exam. This subject will contribute to the student's Year 12 studies and ATAR.

The final subject selection decision is made by the College depending on subject availability and ability of student in that subject. Students will not be permitted to change subject selections after the first **four weeks of the commencement of a Unit 1&2 subject**. Even then, both subject teachers and the VCE Coordinator must approve changes. Change of subject after the specified date is not allowed.

Subject to approval by the VCE Coordinator and based on evidence on student subject performance in Unit 1, students may change subjects before entering into Unit 2.

Students should first find out the **pre-requisite** requirements of the University courses of study for which they intend to seek admission before making subject selections for year 11. After satisfying prerequisite requirements, students should base their subject selection on two factors – ability and interest.

All Year 10 students will have an opportunity to choose one other VCE subjects from:

- Units 1&2 Business Management
- Units 1&2 Health & Human Development
- Units 1&2 Industry & Enterprise
- Units 1&2 Text & Traditions
- Units 1&2 Visual Communication & Design
- Unit 3&4 Extended Investigation

# BUSINESS MANAGEMENT



In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors.

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

## WHAT WILL STUDENTS LEARN

- This study enables students to:
  - understand and apply business concepts, principles and terminology
  - understand the complex and changing environments in which businesses operate and how businesses must adapt to these
  - understand the relationships that exist between a business and its stakeholders
  - recognise the contribution and significance of business within local, national and global markets
  - analyse and evaluate the effectiveness of management strategies in different contexts
  - propose strategies to solve business problems and take advantage of business opportunities.

### *Unit 1: Planning a Business*

- The Business Idea
- Internal business environment and planning
- External business environment and planning

### *Unit 2: Establishing a Business*

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business



# HEALTH AND HUMAN DEVELOPMENT



VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range

of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

## WHAT WILL STUDENTS LEARN

VCE Health and Human Development provides students with broad understandings of health and well-being that reach far beyond the individual. Students learn how important health and well-being is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health, well-being, and those that put it at risk. The study provides opportunities for students to view health and well-being, and development, holistically across the lifespan and the globe, and through a lens of social equity and justice.

### *Unit 1: Understanding Health and Well-being*

- Health perspectives and influences
- What is health and how is it measured
- Health and nutrition
- Youth health and well-being

### *Unit 2: Managing Health and Development*

- Developmental transitions from youth to adulthood
- Human lifespan
- Pre-natal health

# INDUSTRY & ENTERPRISE

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and incorporates theoretical and practical investigations of these functions. Students examine trends and patterns in Australian workplaces and industries as well as significant issues affecting Australian industries and analyse industry responses to these issues. A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. The range of personal, community and work settings which students experience, supports the development of work-related skills, which are integral to the study and seen as essential for entry-level employees and for life in general.

## WHAT WILL STUDENTS LEARN

VCE Industry and Enterprise provides students the opportunity to develop both personal and work-related skills through structured workplace learning. It encourages students to develop appropriate attitudes and behaviour allowing them to recognise opportunity, manage risks and mobilise resources in relation to community and work settings. Twenty-first century career pathways are complex and ever changing. Traditional concepts of work are no longer applicable to many careers. VCE Industry and Enterprise enables students to develop personal career goals and plan career pathways. It encourages the development of enterprising behaviour through interactions in personal, work, social and community settings.

### *Unit 1: Workplace participation*

- Contributing to the workforce
- Developing work-related skills
- Workplace effectiveness

### *Unit 2: Being Enterprising*

- Enterprising individuals and leadership
- Enterprise and innovation in industry
- Industry issues

# TEXT & TRADITIONS

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions. These sacred texts become a touchstone of the tradition as it develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as sacred scriptures. Through this study, students are taught to understand that these written texts have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, values and beliefs, and for the behaviours of the tradition's followers, both historically and in the world today.

Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. They develop the skills to be able to analyse these texts in the form of an exegesis.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study, and in fields that require critical thinking about, and research, analysis and interpretation of, written texts.

## WHAT WILL STUDENTS LEARN

This study is designed to develop students' understanding of religious texts and:

- their interpretation within religious traditions
- the variety of text types associated with religious traditions
- their place and use within religious traditions, societies and cultures
- their historical development and acceptance.

### *Unit 1: Texts in traditions*

- The importance of sacred texts to the tradition
- The exegesis of texts
- Sacred texts and later traditions

### *Unit 2: Texts in society*

- Sacred texts in the past
- Sacred texts today
- Comparing religious traditions



The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions. Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process. Throughout the study students explore manual and digital methods to develop and refine presentations. During their study students have the opportunity to investigate the work and practices of contemporary designers. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

## WHAT WILL STUDENTS LEARN

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

### *Unit 1: Introduction to visual communication design*

- Drawing as a means of communication
- Design elements and design principles
- Visual communications in context

### *Unit 2: Applications of visual communication within design fields*

- Technical drawing in context
- Type and imagery in context
- Applying the design process

## UNIT 3&4 EXTENDED INVESTIGATION

***Year 10 students wishing to pursue an IB Diploma Pathway will be enrolled in the VCE subject:***

### ***Extended Investigation***

The VCE Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer the research question. In this study, students consider how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature, develop research project management knowledge and skills, and develop ways of effectively presenting and communicating research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

### **Aims**

This study enables students to:

- ✓ develop and construct a rigorous research question
- ✓ understand and apply research methods
- ✓ explore a chosen area of investigation in depth
- ✓ develop as independent, critical and reflective learners
- ✓ develop research project management knowledge and skills
- ✓ analyse and evaluate findings and results
- ✓ develop skills in written and oral presentation of research findings.

### **Structure**

The study is comprised of a Unit 3 and 4 sequence:

- Unit 3: Designing an extended investigation
- Unit 4: Presenting an extended investigation

## VCE-VET SUBJECTS

All Year 10 students will have to study one VET subject.

The same subject sequence will then be carried through to Year 11 where the student will complete the subject as Year 2 and sit for the final exam. This subject will contribute to the student's Year 12 studies and ATAR.

The final subject selection decision is made by the College depending on subject availability and ability of student in that subject. Students will not be permitted to change subject selections after the first **four weeks of the commencement of a Year 1 subject**. Even then, both subject teachers and the VCE/VET Coordinator must approve changes. Change of subject after the specified date is not allowed.

Subject to approval by the VCE Coordinator and based on evidence on student subject performance in Unit 1.

Students should first find out the **pre-requisite** requirements of the University courses of study for which they intend to seek admission before making subject selections for year 11. After satisfying prerequisite requirements, students should base their subject selection on two factors – ability and interest.

All Year 10 students will have an opportunity to choose one other VET subjects from:

- VCE/VET Certificate II in Applied Language Arabic
- VCE/VET Certificate III in Business
- VCE/VET Certificate III in Information & Communication Technology
- VCE/VET Certificate III in Sports & Recreation
- VCE/VET Certificate III in Laboratory Skills.

## VCE-VET SUBJECT INFORMATION

### VCE/VET CERTIFICATE II IN APPLIED LANGUAGE ARABIC

The VCE VET Applied Language program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries in language studies. The Certificate of Applied Language is accredited through the Victorian School of Languages.

The VCE VET Applied Language program aims to:

- ✓ provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English (LOTE)
- ✓ enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

The VCE VET Applied Languages program does not offer scored assessment. Students may be eligible to enter into Year 12 VCE Arabic or IB Arabic B in Year 11

#### **Qualifications**

##### **10949NAT Certificate II in Applied Language**

This is a nationally accredited curriculum that offers students the opportunity to develop basic oral and written communication in the language in a range of standard social and workplace situations.

**Credit in the VCE or VCAL:** recognition of up to three VCE VET Units at Units 1 and 2 level.

#### **Course Information:**

<https://icom.vic.edu.au/wp-content/uploads/2022/07/VET-Languages-RTO-Brochure-for-2022.pdf>

## VCE/VET CERTIFICATE III IN BUSINESS



The VCE VET Business program is drawn from a national training package and offers portable qualifications, which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the business industry. The Certificate III in Business provide a pathway for students who wish to continue with their business studies into higher education. The Certificate III in Business qualification is accredited through iVET.

This program is a scored assessment and can contribute the primary four subjects towards the calculation of an ATAR

### Qualifications

#### **BSB30115 Certificate III in Business**

This course provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

### **Full Course Guide:**

[https://icom.vic.edu.au/wp-content/uploads/2022/07/BSB30120-Flyer\\_2023\\_VIC.pdf](https://icom.vic.edu.au/wp-content/uploads/2022/07/BSB30120-Flyer_2023_VIC.pdf)

Students receive the Certificate III qualification at the end of their Year 11 program as Units 3&4. Students wishing to receive an ATAR contribution for the scored VCE VET Units 3 and 4 sequence of VCE VET Sport and Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study



## VCE-VET CERTIFICATE II in INFORMATION & COMMUNICATIONS TECHNOLOGY



The VCE VET Information and Communications Technology programs aim to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the information and communications technology or related industries
- Enable participants to gain a recognised credential and to make an informed choice of vocation or career path. The certificate will be credited through iVET.

### Qualification

#### ICT30120 Certificate III in Information and Communications Technology

This is a qualification that provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

#### Full Course Guide:

[https://icom.vic.edu.au/wp-content/uploads/2022/07/ICT30120-Flyer\\_2023\\_VIC.pdf](https://icom.vic.edu.au/wp-content/uploads/2022/07/ICT30120-Flyer_2023_VIC.pdf)

Students receive the Certificate III qualification at the end of their Year 11 program as Units 3&4. Students wishing to receive an ATAR contribution for the scored VCE VET Units 3 and 4 sequence of VCE VET ICT must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

## VCE/VET CERTIFICATE III IN SPORTS & RECREATION

**SIS30115 Certificate III in Sport and Recreation** provides students with the skills and knowledge to work in the sport and recreation industries. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offers scored assessment and includes core units such as plan and conduct programs, risk assessment, and conduct coaching with foundation level participants. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

### Qualifications

The following qualifications are available in the VCE VET Sport and Recreation program:

### SIS30115 Certificate III in Sport and Recreation

#### **Full Course Guide:**

[https://icom.vic.edu.au/wp-content/uploads/2022/07/SIS30115-Flyer\\_2023\\_VIC.pdf](https://icom.vic.edu.au/wp-content/uploads/2022/07/SIS30115-Flyer_2023_VIC.pdf)

Students receive the Certificate III qualification at the end of their Year 11 program as Units 3&4. Students wishing to receive an ATAR contribution for the scored VCE VET Units 3 and 4 sequence of VCE VET Sport and Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

# VCE/VET CERTIFICATE III IN LABORATORY SKILLS

**MSL30118 Certificate III in Laboratory Skills:** Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

## Qualifications

The following qualifications are available in the VCE VET Laboratory Skills program:

## MSL30118 Certificate III in Laboratory Skills:

Students receive the Certificate III qualification at the end of their Year 11 program as Units 3&4. Students wishing to receive an ATAR contribution for the scored VCE VET Units 3 and 4 sequence of VCE VET Sport and Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

## **Full Course Guide:**

<https://icom.vic.edu.au/wp-content/uploads/2022/07/VET-Lab-Skills-brochure-AIET.pdf>

- *Students wishing to enter the IB programme are required to choose this VET subject as the skills obtained in this study equip students for the necessary laboratory skills required in the IB Sciences.*

# YEAR 10 COMPULSORY SUBJECTS

## QURAN & ISLAMIC STUDIES

### QURAN

In the Quran subject students cover the following:

1. Learn to understand the tafseer of Surat Taha. Surat Taha, the 20th chapter of the Quran is classified as a Meccan surah with a total of 135 Ayats or verses. The main theme of the chapter is about the existence of God. The Prophet assures his followers that the message of the Qur'an will eventually succeed and live on. The story of Prophet Moses is also mentioned in detail to show that the fundamental truths in all revealed religions are identical and same were taught to Prophet Moses at the time of his appointment.
2. Learn the Tafseer of Sourah Taha. Throughout the sourah, the students learn the story of Prophet Mussa with all the lessons and the themes that encounter his events. In addition, the Tafseer of the sourah, students engage in discussions about the Islamic morals and manners that one should adopt, relationships with the opposite gender and the way to convey the good and forbid the bad.

### ISLAMIC STUDIES

In Semester 1 Students study and explore the Islamic ruling, views and understandings behind the concept of Marriage, status of Women in Islam and why Islam has forbidden temptations. Students also learn about spirituality and how to maintain a strong faith. In Term two students explore the preservation of the Qur'an and how it compares with the Bible. They also explore the concept of Halal food in general and what is permissible to eat from the People of the Scriptures. The topics of superstitions, racism and peer pressure are also explored and discussed in detail.

#### Subject Outcomes:

- Explore the Status of Women in Islam & women in Islamic history
- Understand the importance of Marriage and halal and haram relationships in Islam.
- Explore the Islamic perspectives on sexuality and homosexuality.
- Identify and learn how to avoid the Deluge of Temptations.
- Understand the importance of preservation of the Quran, with a comparative study between the bible & the Quran.
- Learn and understand the classification of Halal food and food of the people of the book.

In Semester 2 students explore a variety of practical topics that relate to living and our faith in the real world. This includes placing our trust in Allah, working hard, and seeking Allah's help through Du'aa. Students also explore the importance of family ties and the serious harms of pornography. They also look into the general topic of religious extremism and the evil of terrorism. The course then delves into the biography of the Messenger of Allah (PBUH) from the latter half of the Madinan period beginning with the Battle of the Trench. Students then progress through the Seerah to the Conquest of Makkah. Students will also look into the final days of the Messenger of Allah and the legacy he left behind.

#### Subject Outcomes:

- Demonstrate an understanding of miscellaneous topics covered in the beginning of the semester.
- Research and describe the main points relating to the Biography of the Prophet (S) from the Treaty of Hudaibiyyah to the Conquest of Makkah.
- Demonstrate a broad understanding of the life of the Prophet from the Battle of the Trench and to the Battle of Hunayn.

## LEADERSHIP CAREERS & PASTROL CARE (LCPC)

The LCPC program aims to develop the focus for year 10 students to confirm and managing their career action plan. Students are guided to ensure that their plan reflects their current personal profile, including skills, abilities, attitudes and academic performance. Students use their career action plan to confirm their current self-knowledge. They need to use this knowledge to establish their post-school direction and at least one possible career choice. Students should be able to identify the skills and abilities they have acquired through activities and experiences in school and their community, including paid and unpaid work or volunteering. Year 10 students should be able to identify the transferability of their skills and abilities to future career choices. In developing their career action plan students demonstrate that they are aware of a range of career resources, including those available online, and identify allies who may support them in achieving their goals. Through effective use of career development resources students exhibit skills that indicate the degree to which they can self-manage their career planning.

Students will revisit their Morrisby Careers Plan and update their personal attributes to map out possible careers and senior study plans.

All students participate in an annual work experience program. This program enables students to completely immerse themselves in the world of full-time work for a period of up to two weeks. Students can choose to work in many areas such as retail, construction, law firms, hospitals, and offices.

Students also participate in a Street Finance program conducted by the University of Melbourne. The program teaches students about budgeting, debt, credit cards and consumer rights.

## YEAR 10 PERSONAL DEVELOPMENT

Students may submit an expression of interest to do this subject however, entrance into the personal development subject requires approval by the Head of Senior Secondary. This subject will be offered to students who have been selected to the **SEP program** (refer to page 50) and may choose to take on a vocational or TAFE pathway after Year 10 and would like to work towards improving their personal skills.

This subject will focus on the development of appropriate knowledge, skills and attributes in relation to:

- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

## YEAR 10 PHYSICAL EDUCATION

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.



## WHAT DO THE YEAR 10 SUBJECTS LEAD INTO AT YEAR 11&12?

### ENGLISH

YEAR 10	YEAR 11	YEAR 12
Unit 1&2 Foundation English	TAFE or Vocational Education	TAFE or Vocational Education
Unit 1&2 Bridging English	VCE Unit 1&2 English	VCE Unit 3&4 English
Advanced English	VCE Unit 1&2 English Literature	VCE Unit 3&4 English Literature
	IB English Language & Literature	IB English Language & Literature

### MATHEMATICS

YEAR 10	YEAR 11	YEAR 12
Unit 1&2 Foundation Maths	Unit 1&2 General Maths Or Unit 3&4 Foundation Maths	Unit 3&4 General Maths <i>One VCE Subject Completed</i>
Unit 1&2 General Maths	Unit 3&4 General Maths	<i>One VCE Subject Completed</i>
10 Mathematics	Unit 3&4 Further Maths Unit 1&2 Math Methods	<i>One VCE Subject Completed</i> Unit 3&4 Maths Methods
Advanced Maths	IB Maths Unit 3&4 Further Maths Unit 1&2 Math Methods Unit 1&2 Specialist Maths	IB Maths Unit 3&4 Math Methods Unit 3&4 Specialist Maths

## SCIENCES

YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> <li>■ Biology</li> <li>■ Chemistry</li> <li>■ Physics</li> <li>■ Psychology</li> </ul>	<b>IB Biology</b> <b>IB Chemistry</b> <b>IB Physics</b>	<ul style="list-style-type: none"> <li>■ <b>IB Biology</b></li> <li>■ <b>IB Chemistry</b></li> <li>■ <b>IB Physics</b></li> <li>■ Unit 3&amp;4 Biology</li> <li>■ Unit 3&amp;4 Chemistry</li> <li>■ Unit 3&amp;4 Physics</li> <li>■ Unit 3&amp;4 Psychology</li> </ul>
	<ul style="list-style-type: none"> <li>■ Unit 1&amp;2 Biology</li> <li>■ Unit 1&amp;2 Chemistry</li> <li>■ Unit 1&amp;2 Physics</li> <li>■ Unit 1&amp;2 Psychology</li> </ul>	

## HUMANITIES

YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> <li>■ History</li> <li>■ Global Politics</li> <li>■ Legal Studies</li> <li>■ Business and Economics</li> </ul>	<b>IB Business Management</b> <b>IB Psychology</b> <b>IB Global Politics</b>	<ul style="list-style-type: none"> <li>■ <b>IB Business Management</b></li> <li>■ <b>IB Psychology</b></li> <li>■ <b>IB Global Politics</b></li> <li>■ Unit 3&amp;4 History</li> <li>■ Unit 3&amp;4 Global Politics</li> <li>■ Unit 3&amp;4 Legal Studies</li> <li>■ Unit 3&amp;4 Business Management</li> <li>■ Unit 3&amp;4 Economics</li> <li>■ Unit 3&amp;4 Accounting</li> </ul>
	<ul style="list-style-type: none"> <li>■ Unit 1&amp;2 History</li> <li>■ Unit 1&amp;2 Global Politics</li> <li>■ Unit 1&amp;2 Legal Studies</li> <li>■ Unit 1&amp;2 Business Management</li> <li>■ Unit 1&amp;2 Economics</li> <li>■ Unit 1&amp;2 Accounting</li> </ul>	

## VCE SUBJECTS

YEAR 10	YEAR 11	YEAR 12
Unit 1&2 Health & Human Development	Unit 3&4 Health & Human Development	<i>One VCE subject completed</i>
Unit 1&2 Business Management	Unit 3&4 Business Management	<i>One VCE subject completed</i>
Unit 1&2 Industry & Enterprise	Unit 3&4 Industry & Enterprise	<i>One VCE subject completed</i>
Unit 1&2 Text & Traditions	Unit 3&4 Text & Traditions	<i>One VCE subject completed</i>
Unit 1&2 Visual Communication & Design	Unit 3&4 Visual Communication & Design	<i>One VCE subject completed</i>
<i>Unit 3&amp;4 Extended Investigation</i>	<b><i>One Subject Completed towards VCE</i></b> <i>Recommended for students who wish to do IB as it sets the requirements and experience for the Extended Essay.</i>	



## VCE/VET SUBJECTS

YEAR 10	YEAR 11	YEAR 12
VET Certificate II Allied Language Arabic	Certificate completed and students can pursue VCE Unit 3&4 Arabic or IB Arabic B	<i>2<sup>nd</sup> VCE subject completed</i>  <i>IB Arabic completed in May of yr12</i>
**Year 1 VET Certificate III Business	Year 2 VET Certificate III Business	<i>2<sup>nd</sup> VCE subject completed</i>
**Year 1 VET Certificate III Information and communications technology	Year 2 VET Certificate III ICT	<i>2<sup>nd</sup> VCE subject completed</i>
**Year 1 VET Certificate III Sports & Recreation	Year 2 VET Certificate III Allied Health Assistance	<i>2<sup>nd</sup> VCE subject completed</i>
**Year 1 VET Certificate III Laboratory Skills	VCE students Year 2 VET Certificate III Laboratory Skills  <b>IB Students</b> Skills gained from this subject will be required for all Sciences in the IB	<i>2<sup>nd</sup> VCE subject completed</i>

\*\* VET students will receive a full Cert III qualification at the end of Year 11.

## ISLAMIC STUDIES, PHYSICAL EDUCATION & CAREERS/CAS

YEAR 10	YEAR 11	YEAR 12
Islamic Studies & Quran	Islamic Studies & Quran	Islamic Studies & Quran
PE & Careers/CAS	Careers <b>IB CAS</b>	Careers & Study Periods <b>IB CAS</b>

## EXAMPLES OF YEAR 10 PATHWAYS BASED ON SUBJECTS SELECTED

### IB DIPLOMA PATHWAY

Advanced English	Advanced Maths	Science	Humanities	Extended Investigation	VET Laboratory Skills
Advanced English	Higher Maths	Science	Humanities	Extended Investigation	VET Laboratory Skills

Advanced English	Mathematics	Science	Humanities	Extended Investigation	VET Applied Language
Advanced English	Mathematics	Science	Humanities	Extended Investigation	VET Applied Language

These subject choices are suitable for students coming from the SAP class or those students who enjoy a challenge and have a passion for English and Maths.

### PATHWAYS LEADING TO VCE AT YEAR 11&12

Advanced English	Advanced Maths	Science	Humanities	Health & Human Development	VET Laboratory Skills
Bridging English	Advanced Maths	Science	Humanities	Health & Human Development	VET Sports & Rec
Bridging English	Higher Maths	Science	Humanities	Business Management	VET ICT
Advanced English	Higher Maths	Science	Humanities	Extended Investigation	VET Laboratory Skills
Bridging English	Higher Maths	Science	Humanities	Visual Communication & Design	VET ICT

*These are examples only other subject combinations are also possible.*

**These subjects are only offered to students that will be in the Student Enrichment Program (SEP)**

### PATHWAY LEADING TO TAFE OR VOCATIONAL EDUCATION AFTER YEAR 10

Foundation English	Foundation Maths	Science	Humanities	Industry & Enterprise	VET Business
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Foundation English	Foundation Maths	Science	Humanities	Industry & Enterprise	VET Sports & Rec
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Foundation English	Foundation Maths	Science	Humanities	Visual Communication & Design	VET Business
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## YEAR 10 STUDENT PROMOTION POLICY

At the Islamic College of Melbourne, not all students in Senior School proceed automatically into the next year level. Therefore, not all:

- Year 9 students are automatically granted their subject choices in year 10 if they do not meet the criteria below.
- Year 10 students are promoted to year 11
- Year 11 students are promoted to year 12

Students wishing to enter and complete VCE, VCE/VET or IB DP subjects will be measured and accepted based on their behaviour, attendance and academic records in the current year of study, according to the following criteria:

- **Behaviour record:** Students must be both mature and self-disciplined and must carry this behaviour through to VCE. Students who wish to proceed to year 10, 11 or 12 must show positive behaviour in line with the school behaviour policy. Students who do not show positive behaviour are in breach of the school behaviour policy will not be allowed to proceed into VCE studies at the Islamic College of Melbourne.
- **Attendance record:** Students who wish to proceed to year 10, 11 or 12 must show satisfactory attendance rate in line with the school attendance policy. Students with attendance, which is deemed unsatisfactorily by the school, will not be allowed to proceed into VCE/IB studies at the Islamic College of Melbourne.
- **Academic record:** To be considered for promotion at the Islamic College of Melbourne the following academic standards are used:

## Year 9 Academic Achievement Requirements for Entrance into Year 10

### Year 9 students must meet the following Year 10 entrance requirements

- ✓ A minimum 60% in all year 9 subjects at the end of semester 1&2.
- ✓ A minimum High (61-80%) for all subject coursework.

*Students who do not to meet the above minimum academic requirements will have restricted subject choices in Year 10 this includes but is not limited to the following subjects:*

- Year 10 Foundation English
- Year 10 Foundation Maths
- Personal Development
- VCE Industry & Enterprise
- VET Certificate II in Business

### Extra Academic Requirements at Year 9:

The following conditions also apply for year 9 students wishing to enter into the following subjects:

#### **Year 10 Advanced English:**

- ✓ A minimum of 75% in Year 9 English Semester 1&2 examinations.

#### **Year 10 Mathematics:**

- ✓ A minimum of 70% in Year 9 Mathematics Semester 1&2 examinations.

#### **Year 10 Advanced Maths:**

- ✓ A minimum of 75% in Year 9 Mathematics Semester 1&2 examinations.

#### **VCE-VET Certificate III in Laboratory Skills:**

- ✓ A minimum of 65% in Year 9 Science & Mathematics Semester 1&2 examinations

## STUDENT ENRICHMENT PROGRAM (SEP)

***Students who do not to meet the above minimum academic requirements from Year 9 will be placed in the Student Enrichment Program SEP.***

The Student Enrichment Program (SEP) is targeted for students who are experiencing challenges with the mainstream school curriculum and may consider a vocational educational pathway or employment after Year 10.

The objective of the student enrichment programme is to complement regular school curriculum with reasonable adjustments for the student to access the curriculum and participate in their education. The curricula increases a student's readiness to explore and engage in core educational concepts, thereby increasing student motivation and fostering the students' social skills, learning strategies, independence, and self-confidence. Students will demonstrate the ability to express informed opinions, work on time management skills and practice leadership development and self-reliance.

Furthermore, students will develop awareness of careers they aspire to pursue in the future by providing the opportunity to trial a career and help students explore possible areas of interest and promote further study and work choices. Students will also learn leadership and responsibility through a variety of trainings and workshops on time management and work ready skills. Learning will also take place outside the classroom, in the nature, excursions, incursions and camps, where active learning and interactions with community members are stimulated.

Students also participate in a work ready subject called Personal Development which focuses on the development of appropriate knowledge, skills and attributes in relation to:

- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

Program of study for Year 10 SEP include the following subjects:

- **Year 10 Foundation English (compulsory)**
- **Year 10 Foundation Maths (compulsory)**
- **Personal Development (compulsory)**
- **VCE Industry & Enterprise (compulsory)**
- **VET Subjects** (students may choose one of)
  - Certificate III in Business
  - VET Certificate III in Sports & Recreation
  - VET Certificate II in Applied Language Arabic
  - VET Certificate II in ICT

## USEFUL WEBSITES

**VTAC**

The Victorian Tertiary Admissions Centre provides information related to university entrance such as ATAR scores, subject scaling report, subject prerequisites for university courses, electronic version of VTAC guide, and VICTER for Year 10 students.

<https://www.vtac.edu.au/>

**VCAA**

The Victorian Curriculum Assessment Authority provides information related to the Study Designs and Assessment, along with electronic version of past VCE examinations and answers (excellent for revision). <https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

Students will find the 'Where to now?' booklet to download. *Where toNow?* Is a guide for students about the options available for the last two years of secondary school, with information about the VCE and VCE VET studies, the VCAL and school-based apprenticeships and traineeships. There is also a **VCE Course Planning document to plan VCE studies from year 10-12**. <https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>

**COURSE CAMEL**

This website allows you to search and find information about TAFE and University courses and careers. The search gives you information on what courses need to be studied for a desired career and the ATAR and pre-requisite subjects that the Tertiary Institution requires you to study to be admitted into the course. Students should create a free login that allows them to save their search and access a wide range of information to suit their needs. <http://www.coursecamel.com/>

**MY FUTURE**

Through this website find out how interests can lead to a job, discover what you're really good at, get help finding work experience and search careers and information about TAFE, Apprenticeships and University courses. <https://myfuture.edu.au/>

**ICOM**

College specific information related to Senior School and a career Development area where students can access the latest VCAA and VTAC publications and career information.

<https://icom.vic.edu.au/>

**IBO**

The International Baccalaureate Organisation provides information about the IB Diploma Programme related to the course, its benefits and university recognition.

<https://www.ibo.org/programmes/diploma-programme/>

# Planning my VCE

## Use this chart to plan your VCE program

### Things to consider:

- If you want to complete your VCE in two or three years
- You must include an approved combination for the compulsory units from the English group
- The wide range of available VCE studies and VCE VET programs
- The student profiles in this booklet, and advice from your parents, teachers and careers counsellors that may help you identify the program that is best for you



	Year 10	Year 11	Year 12
Unit 1			
Unit 2			
Unit 3			
Unit 4			

# Planning my IB Diploma

## Things to consider:

Over the course of the **two-year programme**, students:

- study six subjects chosen from the six subject groups
- complete an extended essay (EE)
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS)



### SUBJECTS AT ICOM

Full subject details are available at: <https://icom.vic.edu.au/ib/>

#### Group 1: Language A – Language and Literature

- English – Language and Literature HL/SL

#### Group 2: Language Acquisition

- Arabic B – HL/SL
- French Ab Initio – SL

#### Group 3: Individuals & Societies

- Business Management SL/HL
- Global Politics SL/HL
- Psychology SL/HL

#### Group 4: Experimental Sciences

- Biology SL/HL
- Chemistry SL/HL
- Physics SL/HL

#### Group 5: Mathematics

- Applications and Interpretations SL
- Analysis and Approaches SL

#### Group 6:

- Visual Arts SL/HL  
or
- One subject from groups 3 or 4

#### IB Core

- Creativity, Activity & Service (CAS)
- Extended Essay (EE)
- Theory of Knowledge (TOK)



# Planning my IB Diploma

Use this chart to plan your IB Diploma program



Year 10	Year 11	Year 12

**MY THREE YEAR SENIOR SCHOOL PLAN**

						Year 10
						Year 11
						Year 12

