



YEAR 10

DEEP HANDBOOK

SUBJECT SELECTION
INFORMATION 2024



ISLAMIC COLLEGE OF MELBOURNE

DIVERSE EDUCATIONAL ENRICHMENT PROGRAM (DEEP)

Diverse Educational Enrichment Program (DEEP)

What is DEEP?

DEEP is designed to support students to gain and consolidate the skills necessary to access either vocational, academic or employment pathways.

Aims

At ICOM we believe that every student should have the opportunity to maximise their learning potential. The objective of DEEP is to complement regular school curriculum with reasonable adjustments for students to better access the curriculum and participate in their education. The curriculum is designed to engage students at their point of readiness, interest and need. By creating a more relevant learning experience to the student's lives, they will be better positioned to engage in core educational concepts, thereby increasing their motivation and fostering their social skills, learning engagement, independence, and self-confidence. Students will acquire and demonstrate the ability to express informed opinions, work on time management skills and practice leadership development and self-reliance.

Future Focus

Students will develop awareness of the careers they aspire to pursue in the future by being provided with the opportunity to trial a career which will help them 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 natural environments, excursions, incursions and camps, where active learning and interactions with community members are introduced.

Skill Development

The focus in Years 7 - 9 is the consolidation of numeracy and literacy. Students are also provided with personal development sessions to assist them in building their organisational skills. Furthermore, the curriculum is modified to ensure students are able establish and strengthen the foundations in core subjects before moving on to the next stage in their learning. By the end of the DEEP program, successful students will have the option of engaging a number of pathway offerings at ICOM in vocational, academic or workforce participation.

DEEP students at ICOM will:

- Be supported to consolidate their literacy and numeracy skills.
- Be given the opportunity to experience learning in ways that are relevant to their lives.
- Have experiences in the classroom that provide pathways to vocational learning.
- Have the opportunity to experience success in their learning.
- Receive instruction on personal management and organisational skills.

DEEP Curriculum

Students who do not to meet the minimum academic requirements from Year 9 will be placed in the Diverse Educational Enrichment Program (DEEP).

The Diverse Educational Enrichment Program (DEEP) 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.

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

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| ■ Quran & Islamic Studies | 3 periods a week |
| ■ General Science | 4 periods a week |
| ■ Humanities – Economics & Business and Legal Studies | 4 periods a week |
| ■ Year 10 Foundation English (compulsory) | 5 Periods a week |
| ■ Year 10 Foundation Math (compulsory) | 5 Periods a week |
| ■ Personal Development & LCPC (compulsory) | 3 Periods a week |
| ■ VCE Subjects (students may choose one of) | 5 Periods a week |
| ○ <i>Industry & Enterprise (recommended)</i> | |
| ○ <i>Arabic</i> | |
| ○ <i>VET Certificate II in Outdoor Education</i> | |
| ■ VET Subjects (students may choose one of) | 5 Periods a week |
| - <i>Certificate III in Business</i> | |
| - <i>VET Certificate III in Sports & Recreation</i> | |
| - <i>VET Certificate II in Applied Language Arabic</i> | |
| - <i>VET Certificate III in ICT</i> | |

YEAR 10 DEEP 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 Surah Taha. Throughout the surah, 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 surah, 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

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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 & PASTORAL 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.

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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

This subject will be offered to students who have been selected to the **DEEP program** 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.

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VCE SUBJECTS

At Year 10 DEEP students will have to study the following VCE subjects to help them transition into a vocational pathway.

The same subject sequence will then be carried through to Year 11 where the student will complete the subject as Unit 3&4 to obtain VCE unit credits towards their VCE Certificate, however will not sit for the final exam to obtain a study score. These subjects will contribute to the student's Year 12 studies and unit requirements if they wish to continue their studies in Year 11 and 12 to obtain a VCE qualification.

DEEP ENGLISH



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.

DEEP 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 related to a real life scenario.

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.

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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.

All Year 10 students will have an opportunity to choose one of the following VCE subjects from:

DEEP VCE 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

DEEP VET CERTIFICATE II OUTDOOR EDUCATION

SIS20419 Certificate II in Outdoor Recreation

This course provides students with the skills and knowledge to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Learning Areas

- Delivery of recreation sessions
- Workplace health and safety
- Conditioning for sport
- Officiating
- Providing and maintaining equipment
- Client service
- First aid and responding to emergencies



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 counted as VCE VET Unit 3 & 4 sequences.
- VET programs can contribute directly to the ATAR

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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.

VCE-VET SUBJECTS

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

The same subject sequence will then be carried through to Year 11 where the student will compete 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 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

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

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

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

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.



Compulsory Year 10 DEEP Subjects

DEEP SCIENCE



Subject Description

The DEEP science program at Year 10 provides students with the opportunity to explore two of the main sciences Biology and Psychology in an interactive hands on program. Students will develop a basic understanding of Biology and Psychology that will enable them to relate to the real world. The work program offered in Year 10 includes extension activities to provoke and extend students understanding in the various science disciplines and gain scientific skills to equip them to study a science in the future.

All Year 10 DEEP students study two sciences (one per semester) Biology & Psychology:

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 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 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

Human change over time

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- 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

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.

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).

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.

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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.

DEEP HUMANITIES



Subject Description

DEEP students explore two main areas from humanities that can be studied in year 11 & 12 with the specialist teacher in that field. The selected fields of humanities enable the DEEP students use the knowledge and understanding from these subjects in their VET subjects and real life as well as make informed decisions about pursuing these subjects in Year 11 and 12.

DEEP students are required to study the two humanities Economics & Business Management and Legal Studies (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

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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.

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.

PATHWAY LEADING TO TAFE OR VOCATIONAL EDUCATION AFTER YEAR 10

ISLAMIC COLLEGE OF MELBOURNE

DIVERSE EDUCATIONAL ENRICHMENT PROGRAM (DEEP)

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| Foundation English | Foundation Maths | Science | Humanities | Industry & Enterprise | VET Business |
| Foundation English | Foundation Maths | Science | Humanities | VET Outdoor | VET Sports & Rec |
| Foundation English | Foundation Maths | Science | Humanities | Industry & Enterprise | VET ICT |



MY THREE YEAR SENIOR SCHOOL PLAN

YEAR 10

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YEAR 11

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YEAR 12

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ISLAMIC COLLEGE OF MELBOURNE

DIVERSE EDUCATIONAL ENRICHMENT PROGRAM (DEEP)

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 VTACguide, 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/>

ISLAMIC COLLEGE OF MELBOURNE
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