G A I V A R

YEAR 10 2024

SUBJECT SELECTION PROCESS

This booklet describes the variety of semester units that Yarra Valley Grammar may be able to offer in 2024. In some cases, semester units may not be offered in a particular year or due to insufficient students selecting a semester unit.

Please note the following regarding the subject selection process:

1. Students and parents should carefully read the information contained in this booklet and other relevant material distributed by the School.

YEAR 10 GENERAL STATEMENT

Humanities	Why study Business Studies?	10	38

Why study Art, Design

PRODUCT DESIGN AND TECHNOLOGY – TEXTILES

Available to: Year 10 students

Suggested Pathway: Year 10 – Product Design and Technology – Textiles Units 1 & 2 Product Design and Technology – Textiles Units 3 & 4 Product Design and Technology – Textiles

PRODUCT DESIGN TECHNOLOGY - WOOD

Available to: Year 10 students

Suggested Pathway: Year 10 Product Design and Technology Wood Units 1 & 2 Product Design and Technology Units 3 & 4 Product Design and Technology

Unit Description

Product design responds to people's changing needs to improve quality of life by designing and creating functional artefacts. New and traditional materials (timber) and technologies are explored in the design and manufacture of innovative sustainable products. In this unit, students have the opportunity to develop their own individual response to a set design br6.8 (n) 5 (l)-37(

Why study Drama?

VCE Drama is about communication and the understanding of emotions and the spoken and written word, not about scripts and putting on plays. The study of VCE Drama will certainly prepare students who wish to pursue a career in the area of Performing Arts; however, more

Why study Digital Technologies?

COMPUTING

Computing technologies are rapidly evolving, presenting expansive opportunities for forward thinking individuals to pioneer new innovations and derive novel applications for existing digital resources. Students are equipped with the crucial knowledge and skills to acclimate themselves to this dynamic digital environment. This includes the capability to identify emerging tech trends, envision innovative applications for AI and digital technologies, and contemplate the positive impacts these technologies may deliver to society, both locally and globally.

Students studying Computing build capabilities in critical and creative thinking, and develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings. The inclusion of AI and AI ethics in this curriculum underpins the importance of responsible AI usage and development, further preparing our students for the technologically advanced and ethically conscious future that awaits them.

Computing serves as a conduit to further academic pursuits in diverse fields such as web development, business analysis, computer science, artificial intelligee

ftC n 22gso (s)2.2 (c)-11.6 (i)-12 (o)1.9(ut)-19.7 (o)-9.4b r1711

Digital Technologies

COMPUTING

Available to: Year 10 students

Suggested Pathway: Virtual Design and Development / IT Fundamentals Year 10 Computing VCE Unit 1 Applied Computing VCE Unit 2 Applied Computing VCE Units 3 & 4 Data Analytics / VCE Units 3 & 4 Software Development

Unit Description

This course allows students to develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Students will learn both theoretical knowledge and practical skills in web design, programming, artificial intelligence, machine learning and cybersecurity. They investigate ethical responsibilities of individuals and security of data through a structured approach to problem solving. By incorporating computational, design and systems thinking, students develop critical awareness of the role technology plays in technical, social and economic impacts of information systems, both currently and into the future.

Assessment Tasks

- Folio
- Practical exercises
- Assignment work
- Written tests
- End of semester examination

VCE APPLIED COMPUTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

VCE MEDIA UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 9 Media / Year 9 Virtual Design and Development Year 10 Media Units 1 & 2 Media Units 3 & 4 Media

Unit 1 Description

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions in production.

Studu43.9 ( )]uds p in a rastage of media features and of Australian fiction and non-fiction style. They experience the v gain an understanding and a

Unit 2 Description

nderstanding of thu45.1 (c)6.2 (o)-9.3( )cept of narative in mu43.9 (d)10.4 (i)-3 (a)7.9 ( )]TJ 0.01 Tc 0.0 interactive digital forms. Students analyse the influence of developments in m edia technologies on indiv2idualsnd sciety; design, production and distribution of narrativ2es in the media; and au43.9 (n)10.4 (c)-4.7 (e)5.2 (e)-5.8 (nga)7.9 (ge)5.1 (m)1.8 (e)-5. (n)10.4 (t)-5.7 (,)7.1 ( )-11 (c)6.2 (o

Students undertake productionctiv2ities to design and create narrativ2es that demonstrate an awareness of the structures and media codes andonventions appopriate to corresponding media forms.

Assessment Tasks

- Ao visua or video se que nces
- Radio or audio se qu e nces
- Photographs

Why study English?

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study enables students to:

-

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Available to: Year 10 EAL students

Suggested Pathway: Year 10 EAL (1)6.13 (8 (AL)-1(r)-.6 3 s)1Tj E_0 1 Tf 0 Tc 0

LITERATURE

Available to: Year 10 students

Suggested Pathway: Literature Units 1 & 2 English Units 1 &2 Literature Units 3 & 4 English Units 3 & 4 Literature

Unit Description

This course introduces students to Literature as a separate study to English. Students cover a range of literature styles and periods through set texts (print and film). Students may also explore areas of personal literary interest. This is an elective for those who enjoy discussing ideas and may be selected as a (a)2(e2.4d)5.217 TD [(h0so.217 5.217 TD s)1. (a)-3.011 T7 5.212.9sti

Assessmnt Tasks

- Oral presentations
- Creative and analtical written tasks
- End of e.011 T7t5.212.9 examination

Why study Food

Food Studies

FOOD STUDIES

Available to	Year 10 students
Suggested Pathway	

VCE FOOD STUDIES UNITS 1 & 2

Available to: Year 10 and 11 students

Suggested Pathway Year 9 Food Dynamics Year 10 Food for Life Units 1 & 2 Food Studies Units 3 & 4 Food Studies

Unit 1 Description – Food origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2 Description – Foodmakers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the

Why study Health, Outdoor & Physical Education?

HEALTH AND HUMAN DEVELOPMENT

Health plays a significant role in the lives of every human being. It is key to the essential functioning of our bodies and minds. Health and Human Development should be considered by those who are interested in understanding the complex nature of health and wellbeing, and human development. Students develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, 0.6 (o)logio-17.3 (lo)-8.3 (e)l,a

Health, Outdoor & Physical Education

Active and Able is a core subject. Physical Education Studies, Outdoor and Environmental Studies and Health and Human Development are elective subjects.

ACTIVE & ABLE

Available to: Year 10 students

Unit Description

This compulsory subject ensures that students have timetabled access during the working week to a balanced lifestyle that includes sufficient physical activity to sustain a healthy mind and body. Students develop their ability to coordinate body movements and to skill variation, transfer prior learning and develop their fitness. Students will also have the opportunity to

y st213.4 (-8)2.5 (--14.4.(n)]TJ 0 Tc 0 T2w)4.293 0 Td ( )Tj EMC /H1 <</MCI6 4 >>BDC 0.835 0.169

PHYSICAL EDUCATION STUDIES

Available to: Year 10 students

Suggested Pathway: Year 10 Physical Education Studies, Units 1 & 2 Physical Education
Units 3 & 4 Physical Education

You would select this subject if:

- you are considering PE Studies as a VCE subject next year
- you are considering a career pathway involving health promotion or health science, coaching, human movement; science or you have an interest in sports management.

Unit Description

This subject is amended from previous years to just focus on the Physical Education curriculum leading into VCE Physical Education Studies.

At the end of this semester, students should be able to understand and have knowledge in the following areas:

- investigate and understand the three major energy systems, experience the energy systems at play during different practical classes and how it can differ depending on the activity
- investigate how training can impact your fitness by understanding how to construct a training program and undertaking a four week program. This involves learning about

VCE HEALTH AND HUMAN DEVELOPMENT UNIT 1&2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 10 Health → Unit 1 Health and Human Development → Unit 2 Health and Human Development

VCE PHYSICAL EDUCATION STUDIES UNIT 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 10 Physical Education Studies → Unit 1 Physical Education Unit 2 Physical Education → Units 3 & 4 Physical Education

Unit 1 Description – The human body in motion

Students examine the fuels and systems that are responsible for generating physical movement at varying intensities, and they work together to produce physical performances. The fatiguing consequences of physical activity and how the body responds will also be examined. Students will also examine how the muscles and bones work together to proet Tc 0 Tw -.3 (o)Ei0i2- ( )42(i)3 (a2

Why study Business Studies?

Business Studies subjects are an important component of the curriculum on offer at Yarra Valley Grammar because they provide excellent preparation for tertiary study, they provide students with relevant life and workforce skills and an opportunity to achieve high academic and VCE standards.

Business Studies subjects are selected by a high proportion of both VCE and VCE Prep students. They provide students with life skills such as knowledge of financial literacy, consumer rights, the role of government in terms of law making and economic regulation, and workforce related skills. Students in Business Studies have the opportunity to progress into the four key Business subjects of Accounting, Business Management, Economics and Legal Studies, which in turn provide them with background knowledge that acts as a clear advantage when embarking on related tertiary studies in Commerce.

Hard work and consistent effort are important in achieving sound results for motivated and dedicated Business Studies students.

VCE ACCOUNTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 9 Finance and Investment and/or Year 10 Accounting and Business Management Units 1 & 2 Accounting Units 3 & 4 Accounting

Unit 1 Description – Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record

VCE BUSINESS MANAGEMENT UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 9 Finance and Investment and/or Year 10 Accounting and Business Management Units 1 & 2 Business Management Units 3 & 4 Business Management

Unit 1 Description – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students

ECONOMICS

Available to: Year 10 students

Suggested Pathway: Year 9 Law and the Economy Year 10 Economics Unit 1 Economics Unit 2 Economics Units 3 & 4 Economics

Unit Description

In Economics, students will be introduced to the concept of scarcity and the need to make important choices about the best way to allocate scarce resources. Students will be introduced to key economic terminology and learn about the laws of supply and demand. They examine a specific market (share market or the property market) and how prices are set using the price mechanism. Students will examine the role of government in the Australian economy and some of their current policies and how they might impact on economic outcomes and the standard of living of Australians. Students will be encouraged to investigate contemporary examples and case studies.

VCE ECONOMICS UNITS 1 & 2

Available to: Year 10 and Year 11

LEGAL STUDIES

Available to: Year 10 students

Suggested Pathway: Year 9 Introduction to Law and the Economy Year 10 Legal Studies
Legal Studies Units 1 & 2 Legal Studies Units 3 & 4

Unit Description

This unit attempts to introduce students to the key learning areas included in VCE Legal Studies, Units 1 & 2. This will provide background to students who may be planning to enrol in the VCE in 2024.

VCE GEOGRAPHY UNITS 1 & 2

GEOGRAPHY TODAY

Available to: Year10 students

Suggested Pathway: Geography Today Units 1 & 2 Geography Units 3 & 4 Geography and/or Units 3 & 4 Global Politics

Unit Description

We often hear that the world is becoming an increasingly ‘global place’. What are some of the

AUSTRALIA AND THE WORLD

Available to: Year 10 students

Suggested Pathway: Australia and the World Units 1 & 2 Modern History Units 3 & 4 Australian History and/or Units 3 & 4 Revolutions and/or Units 3 & 4 Global Politics

Unit Description

The world has changed dramatically since World War II. The period from 1945 to the present has been a period of massive social, political and economic change. New power rivalries emerged after 1945 between the USA and USSR which resulted in the Cold War. Australia's post war migration program became a focus for a new Australia in the 1950s. Australians responded in different ways to the migration process and this led to a number of social movements based around civil rights and equal rights. The popular culture of the 1960s and 1970s reflected these social movements and was important in achieving both political and social change in Australia and the world community. Case studies of the world since 1945 include the impact of popular culture on societies and impact of social movements on everyday life in the second half of the twentieth century, including a study of the Whitlam government.

Assessment Tasks

- Document analysis
- Essay
- End of semester examination

PSYCHOLOGY

Available to: Year 10 students

Suggested Pathway: Year 10 Psychology Units 1 & 2 Psychology Units 3 & 4 Psychology

Unit Description

This course introduces students to the nature of psychology, the importance of good research, how research is conducted, and some of its applications. Psychology is one of the most exciting and fascinating sciences and has grown in popularity in recent decades. It answers a need for pre-VCE students to be more informed about the nature of psychology and what it has to offer

Why study Languages?

Anyone who has enjoyed studying the language and culture of France, China or Indonesia in the Middle School should seriously consider continuing their language studies in the Senior School. France is a leader in the EEU and French remains one of the few truly global languages spoken on every continent. Our nation's future prosperity is tied to both China's and Indonesia's growing economies. There are compelling reasons why it is advantageous to study a language in the latter years of school and ideally through to the end of Year 12.

Broadly, language study:

- gives you a skill set that is valuable in the marketplace. Creativity, the ability to analyse,

Languages

There are no restrictions on the number of semester units studied in the Key Learning Area: Languages.

CHINESE LANGUAGE, CULTURE AND SOCIETY

Available to: Year 10 students

Suggested Pathway:

CHINESE (SECOND LANGUAGE/ADVANCED)

Available to: Year 10 students

Suggested Pathway: Year 9

VCE CHINESE (FIRST LANGUAGE) UNITS 1 & 2

VCE CHINESE (SECOND LANGUAGE/ADVANCED) UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Year 11 Chinese Units 1 & 2 Chinese (Second Language/Advanced)

FRENCH

Available to: Year 10 students

Suggested Pathway: Year 9 French Year 10 French Units 1 & 2 French Units 3 & 4 French

Semester 1 Description

Topics covered in this course centre around self and family descriptions, sports and leisure activities and holidays. Learning activities include reading about and describing holiday experiences; performing role-plays about making holiday reservations; reading celebrity profiles; playing vocabulary and grammar building games: writing personal letters and postcards; and listening to and reading articles about leisure activities. Equaein27 T61 ( )]TJ rmdsi 3.49

INDONESIAN

Available to: Year 10 students

Suggested Pathway: Year 9 Indonesian → Year 10 Indonesian → Units 1 & 2 Indonesian → Units 3 & 4 Indonesian

Please note that in recent years, Indonesian in Year 10 and VCE has been conducted for students

Mathematics

Mathematics is a core subject. Students are asked to select the most appropriate Mathematics option for

MATHEMATICS 10A (ADVANCED)

Suggested Pathway: Year 10A Mathematics

SPECIALIST MATHEMATICS

Available to: Year 10 students who have averaged a B+ or higher in Year 9 Mathematics

Suggested Pathway: Year 10 Mathematics Unit 1 Specialist Mathematics (in conjunction with Mathematical Methods Unit 1) Unit 2 Specialist Mathematics (in conjunction with Mathematical Methods Unit 2) Units 3 & 4 Mathematical Methods and Units 3 & 4 Specialist Mathematics

Duration of elective: One semester

Description

VCE MATHEMATICAL METHODS UNITS 1 & 2

Available to:	Year 10 students who successfully completed Year 9 Advanced Mathematics and are wishing to select this as their VCE subject this is approved by the Head of Mathematics
Suggested Pathway:	Units 1 & 2 Mathematical Methods (in conjunction with Specialist Mathematics Units 1 & 2) Units 3 & 4 Mathematical Methods (and/or Units 3 & 4 Specialist Mathematics or Further Mathematics Units 3 & 4)

Unit 1 Description

Mathematical Methods Units 1 & 2 are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of alubraic fu u s0f2.4 (e).5 r 0 -1.2171 2(( )-11>) 11 (is1 (2(4 ( )-113)-1

MUSIC PERFORMANCE UNITS 1 & 2

Available to: Year 10 and 11 students TfP n3.7 (s)-1..003 Tw 5 (:)]Tr7 (/Sub(io7 (7n)2.r 7 (/S)-4

Why study Science?

Science is the area of study where students:

- learn about the biological, chemical, physical and technological world
- plan and conduct investigations to test out scientific ideas and explanations
-

Science

A minimum of one semester unit and a maximum of two semester units in the Key Learning Area: Science. Students who are considering studying a science subject in Year 11 should study two science electives in Year 10 (not including General Science, which is only recommended for students who do not intend to continue their studies in Science).

CHEMISTRY

Available to: Year 10 students

Suggested Pathway: Chemistry Units 1 & 2 Chi11.1 (2)-3.7 ( )0.51 Tf 0 Tc 0 g 624511 0 Td <07DB>Tj

GENERAL SCIENCE

Available to: Year 10 students

Suggested Pathway: General Science No Science subjects at VCE

Unit Description

This elective subject includes topics from Biology, Chemistry and Physics and is designed to provide students with a practical insight into each discipline. The Chemistry topic includes the study of acids and bases, the Physics topic covers motion, and the Biology topic introduces students to evolution. This elective is