Chapter 1: Introduction

This booklet provides subject selection information for students entering Year 10 in 2015.
Introduction

This document contains information about the Year 10 programs offered at St Bernard’s College. Please read the information carefully before you begin to make decisions about the subjects you will be choosing for your Year 10 course of study. The information on following pages outlines the compulsory, core and elective subjects that make up the Year 10 course.

At Year 10 we suggest that you choose broadly and experience a range of learning areas in your elective subjects.

The big decision at Year 10 is in regard to pathways - to accelerate into a VCE subject (available to students who are achieving above standard across the board) or take the Agere pathway (intensive and supportive in literacy and numeracy) or stay mainstream.

We are providing you with opportunities to receive further information and to discuss your options with staff who can guide you in your decision making process. The Subject Selection Expo on July 29 is a great opportunity to find out more information.

Pauline Thompson
Director of Learning

Course Structure

Students are required to select twelve (12) subject units in Year 10. Each Semester, students will attempt six of these units. The Year 10 structure is comprised of three compulsory (Core) units, five Core units with some flexibility, and four elective units. Please refer to the table below.

Units

<table>
<thead>
<tr>
<th>COMPULSORY UNITS (6 UNITS)</th>
<th>UNIT YOU MUST SELECT</th>
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</thead>
<tbody>
<tr>
<td>Religious Education (1 semester)</td>
<td>Unit 1 &amp; 2 RE (accelerated)</td>
</tr>
<tr>
<td>English (2 semesters)</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>Science (1 semester)</td>
<td>At least 1 Semester</td>
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<tr>
<td>Mathematics (2 semesters)</td>
<td>Pre-General Maths Semester 1 &amp; 2, Pre-Methods Maths Semester 1 &amp; 2, Enhanced Maths Semester 1 &amp; 2</td>
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<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education (1 semester)</td>
</tr>
<tr>
<td>Humanities (1 semester)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREE CHOICE</th>
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<tbody>
<tr>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>LOTE (required to select 2 semesters)</td>
</tr>
<tr>
<td>Performing Arts</td>
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<tr>
<td>Science</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
</tbody>
</table>

Subject Selection Advice

Criteria for selection:
- Identify subject areas that you do well at
- Identify subjects you enjoy doing
- What you might wish to study in 2015/2016
- Keep in mind your future career and keep your options open
Staff Available to Assist Students

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Learning</td>
<td>Ms. P Thompson</td>
<td><a href="mailto:pthompson@sbc.vic.edu.au">pthompson@sbc.vic.edu.au</a></td>
</tr>
<tr>
<td>Director of Assessment, Data and</td>
<td>Mr. M Reedy</td>
<td><a href="mailto:mreedy@sbc.vic.edu.au">mreedy@sbc.vic.edu.au</a></td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
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</tr>
<tr>
<td>Subject Selection Coordinator</td>
<td>Ms. C O’Halloran</td>
<td><a href="mailto:cohalloran@sbc.vic.edu.au">cohalloran@sbc.vic.edu.au</a></td>
</tr>
<tr>
<td>Director of Additional Needs</td>
<td>Mr. M Hurley</td>
<td><a href="mailto:mhurley@sbc.vic.edu.au">mhurley@sbc.vic.edu.au</a></td>
</tr>
<tr>
<td>VET coordinator</td>
<td>Ms. E Spanti</td>
<td><a href="mailto:espanti@sbc.vic.edu.au">espanti@sbc.vic.edu.au</a></td>
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KLA Coordinators

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<thead>
<tr>
<th>KLA</th>
<th>Name</th>
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<tr>
<td>Religious Education</td>
<td>Mr D Hobson</td>
<td><a href="mailto:dhobson@sbc.vic.edu.au">dhobson@sbc.vic.edu.au</a></td>
</tr>
<tr>
<td>English</td>
<td>Mrs. C McGee</td>
<td><a href="mailto:cmcgee@sbc.vic.edu.au">cmcgee@sbc.vic.edu.au</a></td>
</tr>
<tr>
<td>The Arts</td>
<td>Mr. E Stojkovich</td>
<td><a href="mailto:estojkovich@sbc.vic.edu.au">estojkovich@sbc.vic.edu.au</a></td>
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<tr>
<td>Humanities</td>
<td>Ms. B Sullivan</td>
<td><a href="mailto:bsullivan@sbc.vic.edu.au">bsullivan@sbc.vic.edu.au</a></td>
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<tr>
<td>Mathematics</td>
<td>Mr. B Moloney</td>
<td><a href="mailto:bmoloney@sbc.vic.edu.au">bmoloney@sbc.vic.edu.au</a></td>
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<tr>
<td>Science</td>
<td>Ms. C O’Halloran</td>
<td><a href="mailto:cohalloran@sbc.vic.edu.au">cohalloran@sbc.vic.edu.au</a></td>
</tr>
<tr>
<td>L.O.T.E.</td>
<td>Mr. B Spiller</td>
<td><a href="mailto:bspiller@sbc.vic.edu.au">bspiller@sbc.vic.edu.au</a></td>
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<tr>
<td>Technology</td>
<td>Mr. G Harding</td>
<td><a href="mailto:gharding@sbc.vic.edu.au">gharding@sbc.vic.edu.au</a></td>
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<tr>
<td>Health and Physical Education</td>
<td>Ms. J Wade</td>
<td><a href="mailto:jwade@sbc.vic.edu.au">jwade@sbc.vic.edu.au</a></td>
</tr>
<tr>
<td>Agere Program</td>
<td>Mr. A Alessio &amp; Mr. S Giannakis</td>
<td><a href="mailto:alessio@sbc.vic.edu.au">alessio@sbc.vic.edu.au</a> <a href="mailto:sgiannakis@sbc.vic.edu.au">sgiannakis@sbc.vic.edu.au</a></td>
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Pathways at SBC
The Year 10 program at St Bernard’s College is organized to enable students to experience a broad curriculum that meets the requirements of AusVELs /VELs frameworks. All subjects are broken up into semester length units, and all students study 6 units per semester (12 in total). Subjects are allocated 9 periods per 10 day cycle. Some subjects are structured as two unit blocks (for example: English, Maths, Fitness Studies, IT). We encourage students to experience a broad range of subjects before making more specialized choices at VCE.

Notes to Consider with Certain Subject Areas

Science
Students may select a maximum of three Science units, one of which will be core Science.

HPE
Students may select a maximum of two HPE units, one of which will be Physical Education, Fitness Studies or VCE Physical Education Unit 1 as their core unit of HPE.
- Fitness Studies is a two-unit block. If you select Fitness Studies as your core HPE, you must select both units one and two.
- VCE Physical Education is a two-unit block. If you select VCE Physical Education Unit 1, you must select VCE Physical Education Unit 2. You must apply, and be accepted, for acceleration before you can select any VCE subject.
- If you choose Physical Education as your core HPE subject, you cannot take either Fitness Studies or VCE Physical Education.

LOTE
Italian or Japanese must be done in a two-semester sequence and therefore takes up two units of your Free Choice. Students intending to study a language at VCE level should study that language in Year 10.

Visual Arts
There are two options for Visual Communications available. You may choose to do Option 1, Option 2 or both.

Humanities
Students must do one semester of Humanities. This can be Geography, History or Commerce. Students have the option of undertaking VCE units in the Humanities.
area as well; for information on these subjects refer to the VCE Subject Selection Guide.
If you apply for, and are offered, a Humanities subject at a VCE level, Unit 1 of that VCE subject can be entered as your core Humanities choice, with the remaining Unit 2 selected as one of your free choice units.

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<td>Visual Communications 1</td>
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</table>
1 - Subjects you MUST undertake.
2 - You must choose one out of these three HPE subjects, and two out of these six Maths semesters.
3 - You must choose one of these three Humanities subjects.

### Year 10 Agere Program

The Agere program absorbed its first group of 24 students at the start of 1998. Each year since, another 24 students have been chosen after extensive interviewing of applicants. Since 1999 we have conducted the Agere program at both Year 10 and Year 11.

Initially the program was called "The Year 10 Parallel Program" in an attempt to capture what it was about. Its focus is individual students - some of them quite clever, many of them strugglers for one reason or another - who feel that the options provided by the plain Year 10 curriculum do not really meet their needs.

As a result they are not enthusiastic about tackling school-based study. In the vital final three years of secondary school study, such an approach - and the habits that almost always accompany it - can have a series of unhappy long-term consequences. This program is aimed squarely at overcoming that sense of irrelevance, the accumulated poor study habits, and the results that flow from them. Consequently the program took the name, "Agere" Latin for "to do / to put into action" - from the College motto.

We aim to establish one or more of the employment ambitions of each student, and then build a relevant study program while keeping as many options still open as possible. Where possible, an off-campus study element is negotiated and timetabled. For example, those students focused on an apprenticeship or traineeship complete the required pre-apprenticeship modules at TAFE, and then those subjects available on-campus at St. Bernard's that are most relevant to this focus are added. Finally, the teachers involved full-time in the Agere program provide the students' core studies of Year 10 English, Year 10 Maths, a VCE Religious Education unit, and a VCE unit of "Industry and Enterprise". the students are therefore not disadvantaged in any way to those undertaking the more conventional Year 10, but they have a study program tailored to their employment ambitions which also leaves the option of completing VCE studies open to them as well.

Students must apply specifically for Agere through Mr. Reedy by the deadline, after discussing it with their parents. An Information Evening specifically on the Agere program will be held for all interested parties in the period following the general Year 10 Subject Selection Expo.

Following this, all applicants will be interviewed individually along with their parents or guardians.

When everyone is very clear about what is being undertaken, the final 24 students will be chosen to take part in the program.

### Acceleration

There is an opportunity for some students to complete a unit 1/2 sequence as a Year 10 student. This option is available to students who are achieving at a standard above expected level across all subjects.

**Why accelerate?**

- An extra subject in Year 11 added to the five completed in Year 12
- Experience in a 3/4 subject
- Challenge involved in doing an advanced subject
- Possibility of an additional 10% to ATAR

**Please note:**

- Not all subjects are available for acceleration
- Entry is not automatic after completing U1/2
- Generally require a "B+" grade or better on relevant semester one results.
- Except in exceptional circumstances students will only be permitted to undertake one accelerated subject sequence

**How to apply?**

<table>
<thead>
<tr>
<th>Visual Communications 1 &amp; 2</th>
<th>1 &amp; 2</th>
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<th>vc18 / vc19</th>
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<tbody>
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<td>1 or 2</td>
<td>Year 10 elective</td>
<td>sa18</td>
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<tr>
<td>Art Now!</td>
<td>1 or 2</td>
<td>Year 10 elective</td>
<td>ar37</td>
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</table>
Application forms are available online and in the subject selection booklet (include application form in the booklet).

May require an interview to ascertain that a student is capable and motivated.

Final date for applications is August 19. See Page 23 for policy & link to application form.

Contact
Pauline Thompson
Director of Learning
pthompson@sbc.vic.edu.au

Subject selection process Year 10 2015

- Read the Subject Selection material thoroughly, especially the General Information in Section 1
- Check up on information relating to specific subjects of interest

Forms you may need:

- You may need to fill in an Acceleration form (available for download as a pdf via links from website).
- Submit by
- You may wish to apply to do the Agere program (form available for download from website)

Forms you will need to fill in

- Download Record of Subject Selection (R.O.S.S.) using the subject codes
- Keep this document for your own records (until you receive official notification of your subjects)
- You will log in and enter your selections via the College website.
- Input to be completed by

Input your subject selection online

Follow the link on the St Bernard’s College website

Dates for Subject Selection

July 29 - Subject Selection Expo Years 10 & 11 2015
Session 1 4pm- 5.30pm
Session 2 6.30 pm – 8pm

July 28 - Student information session Year 10 2015 (period 1)
July 29 - Student information session Year 11 2015 (period 1)
August 19 - Application for acceleration closes
August 22 - Subject selection closes Year 10 & Year 11 2015

Format of subject selection Expo

Session 1
4.00 – 4.30 welcome and general information session
4.15 – 5.30 expo (opportunity for students and families to talk to staff)
5.30 - 6.30 Staff dinner break.

Session 2
6.30 – 6.30 welcome and general information session
6.45 – 8.00 expo (opportunity for students and families to talk to staff)
### Subject Codes

(note: 10 Art NOW! = Painting & Sculpting, 10 Studio Arts = Photography, 10 Vis. Comm = Graphics)

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<thead>
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English

Year 10 English lays a firm foundation for VCE English. Three units of VCE English (or Literature, or English Language) need to be satisfactorily completed in order for students to be awarded their VCE certificate. Year 10 students are also given the opportunity to accelerate into VCE Literature, which is a very worthwhile challenge for keen students.

For the next three years, students will be covering the following areas of study in English:
- Reading and studying texts
- Writing for a range of purposes and audiences
- Effective oral communication

Students will be required to analyse a range of texts, both modern and classic. In addition, they learn how the media uses texts to persuade the reader or viewer. Film texts are included in the course.

The students of Year 10 English are challenged and inspired by a varied and interesting course. Extra help for English is provided after school every Tuesday for students from Years 10-12. A number of students have benefited from this.

High achievement in VCE requires a strong result in English. Good communication skills are essential for an effective working life. In reality, effective participation in Australian society depends on the ability to understand and use the English language with confidence.

Health and Physical Education

Health & Physical Education

Note: No student can study Fitness (Elective) and HPE (Core) at the same time. Students electing to study Fitness (Elective) will not study HPE (Core).

Aim:
This subject aims to prepare students for VCE Physical Education OR Health. It also provides students with an opportunity to understand their own health and fitness.

Theory Classes:
Students study three units of work throughout the semester. The unit outlines are listed below.

Unit 1: Community and Personal Health
Students examine the relationship between nutrition, physical activity and health with particular reference to the obesity crisis and investigate ways to improve their own diet.

Areas of study include
- National Physical Activity Guidelines
- Government initiatives to promote physical activity in the community
- Physical activity participation trends
- Food labeling
- Glycemic index
- Body Mass Index
- Kilojoule balance

Unit 2: Fitness
Students investigate:
- Components of fitness
- Fitness testing
- Fitness principles and methods
- Energy systems
Unit 3: Risk Taking

Students investigate:
- Energy production and supply
- Relationship of energy systems
- Consequences of interplay on performance

Practical Classes:
Students continue to develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. Through team play and individual performance students model fair play and good sporting behaviour.

Assessment:
- Unit Tests
- Laboratory Reports / Case Studies
- Semester Exam

Fitness Studies  (No student can study Fitness and HPE (Core) at the same time.)

This subject aims to prepare students for working in a gymnasium environment. Students will be able to apply for a Certificate 3 in Fitness on successful completion of the course.

CERTIFICATE 3 IN FITNESS - It is a nationally accredited qualification.
The Certificate 3 in Fitness – Gymnasium Instructor course, is the entry-level qualification in the fitness industry and the minimum required to gain employment in the industry. Certificate 3 has the primary outcome of preparing instructors to work in gymnasiums and fitness centres conducting fitness assessments and designing programs, instructing clients through exercise programs and maintaining a safe gym environment.

In order to successfully complete the course, all students must be graded as "competent" in all 24 units. Units include:
- Apply basic exercise science to exercise instruction
- Basic anatomy and physiology
- Develop basic fitness / exercise programs
- Implement injury prevention and apply basic first aid
- Nutrition: eating for health and peak performance
- Fitness assessment techniques
- Exercise instruction

While there is a practical element to the course, there is an emphasis on the theoretical aspects of fitness.

Practical Placement
The course includes a minimum of 20hr work placement in a Fitness Centre.

Assessment
In order to attain the Certificate, the student must demonstrate a "competent" level of understanding in all units of work. This may be demonstrated through assignments, tests, exams and practical work.

First Aid
All students will need to attain a Level 2 First Aid Certificate in addition to the units delivered in class. This will be at the student's own expense and completed in their own time. The course is approximately $160. We encourage the students to complete the first aid course only after they have received they have attained a competent standard in all units.
**Humanities**

From the formation of the Australian continent to rise of Nazi Germany; from small business to the Australian Stock market; from parliament to the High Court; from local to international relations and globalisation – Humanities in Year 10 offers a range of subjects:

**Humanities – Core**
Students must complete one semester from the Humanities Domains. Your options consist of:

- Geography
- History
- Commerce

**Humanities – Electives**
Students may choose to do more than one subject from the Humanities strand. Among your options are the other Year 10 subjects you have not chosen for your Core subject, or other Year 11 Humanities Subjects. These subjects are:

- Accounting
- Geography
- Business Management
- History – 20th Century
- Economics
- Legal Studies
- Politics

**Some Recommendations for Students:**
Either
- Do the required semester of Geography, History or Commerce then choose one other as an elective. This will give you a feel for 4-5 VCE subjects: Geography, History, Politics, Business Management, Economics, Legal Studies, and Accounting.

**OR**
- Do the required semester of Geography, History or Commerce and then accelerate by doing one or more VCE Units - you don’t have to do both but it’s usually recommended.

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**Commerce**

The aim of this subject is to:
- Assist students in improving their capacity to manage themselves as individuals in relation to others,
- To understand the world in which they live, and
- To act effectively in that world, in particularly, in learning activities that encourage deep thinking and the application of knowledge and skills.

In the twenty-first century, decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. The study of Commerce also introduces students to Australian Politics. Relevant concepts such as political ideologies, voting systems, political parties and role the media has in influencing Australian politics will be covered.

The course will introduce and cover in a broad manner the elements of Humanities offered in VCE: i.e. Legal Studies, Accounting, Economics, Politics (and in Year 12 Global Politics) and Business Management.

Students are exposed to economic, legal and Australian politics and financial education. Key areas are: the broad features of the Australian economy; an appreciation of the role of government, exploration of the law-making process and key elements of financial literacy. This subject will explore case based analysis e.g. newspaper articles and current affairs issues. Students will partake in the Australian Stock Exchange School Share market Game and attend the Magistrate’s Court on an excursion to understand the workings of the busiest court in the system.
History

In this subject, students explore the modern world and Australia from 1918 to the present with an emphasis on Australia in its global context. Students will learn about the inter-war years between World War I and World War II including the Treaty of Versailles, the Roaring Twenties and the Great Depression as well as the struggle to keep peace in the world. This will involve a look at Australia’s involvement in UN peacekeeping. It will also look at the major movements for rights and freedom and a brief look at the nature of the Cold War and post Cold war conflicts including Korea, Vietnam, the Gulf Wars and Afghanistan. We will also look at developments in technology, public health, longevity and standard of living during the twentieth century.

There are 3 in depth studies for this Unit of History, they are:
- World War II
- Rights and Freedoms
- The Globalising World.

Geography

In this subject students investigate 2 main areas of study: Environmental Change and Management and Geographies of Human Wellbeing.

In the module on Environmental Change and Management students will focus on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. They will also investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

In the module on Geographies of Human Wellbeing students will focus on investigating global, national and local differences in human wellbeing between places. This module examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. They will also explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.
Languages Other Than English (L.O.T.E.)

At St Bernard's we offer two Languages Other Than English to VCE level, Italian and Japanese. The students have already chosen which of these two they wished to continue studying at the end of Year 7. The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity. Learning a language offers students the opportunity to:

- Use the language to communicate with its speakers
- Understand how language operates as a system and, by comparison, how other languages, including English, are structured and function
- Gain direct insights into the culture or cultures that give the language its life and meaning consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- Add to their general knowledge
- Enhance their vocational prospects

The Faculty has established a sister-school relationship with a Senior School in Treviso. Students have the opportunity to live and study in Italy as well as maintain regular communication with students in Italy, via email. In 2013, a trip to Japan is planned for students of Japanese.

Goals
The goals of learning a language other than English are:

- Communication
Students learn to communicate in the target language for many purposes and in many contexts; they are able to extend their social contacts, and have direct access to knowledge, ideas and information written or spoken in the target language.

- Socio-cultural understanding
In learning to use the language effectively, students develop an understanding of the cultural contexts in which the language is used, as well as the shared meanings, values and practices of the community as embodied in that language. Through a comparison with their own language and culture, students learn that there are many ways of viewing the world.

- Language awareness
Students develop an understanding of the way language works (its structure, the role it plays, and its effects), which they can apply to other languages, including English.

- General knowledge
While learning an additional language, students gain knowledge of and make connections across a range of concepts drawn from other key learning areas.

Any student who wishes to study LOTE to VCE level must choose to do both units 1 and 2 at Year 10.

Italian

Frequently Asked Questions:

Why do it?
- It's fun!! – Varied classroom activities – in and outside of the classroom. Excursions, sporting contests, working with other schools; oral activities – celebrity heads etc.
- Helps my Yr.12 ATAR score – LOTE subjects attract a 5 – point bonus to my study score
- Trip to Italy – Italian students have enjoyed past studies tours to Italy! It is a great way to practice the language and immerse you in Italian culture.

Do I have to be of Italian background in order to do well?
- No!!! Students of non-Italian background have done very well. Some students of Italian background are often influenced by dialects, which can affect their performance.

Is Year 10 Italian hard – is there heaps of work?
- 15 minutes. Of homework is generally assigned, 3 times a week; dialogues to be learned and presented; language exercises from Workbook are set to reinforce language concepts learned in class; small tests are set (approx. 3 per term) on certain language concepts.

Japanese

Year 10 Japanese will continue to build upon the language learnt in 7-10. The topics will be relevant to everyday life and the emphasis will be in all areas of communication: speaking, reading, writing, listening and cultural awareness. The classroom activities will be varied and we will use the computer resources to bring the world closer to us.
Why do it?

- Communicating in another language opens up a variety of personal and employment opportunities
- LOTE subjects attract bonus points to VCE ATAR study scores
- Japanese Study Trip has been planned for 2013. Participants take off to Japan in September. The next Study Tour will take place in 2015.
- Learning a language is fun!

Is Yr.10 Japanese hard – is there heaps of work?

- 15 minutes. Of homework is generally assigned, 3 times a week; dialogues to be learned & presented; language exercises from Workbook are set to reinforce language concepts learned in class; reading, writing, listening and speaking are all assessed

Mathematics

Students in Year 9 have a number of options they can follow next year depending on their achievement in Maths this year.

Year 10 Enhanced Mathematics:
Students will be offered placements based on Year 9 results in this option and then follow a normal pathway into VCE maths. This subject is designed to fully prepare the boys for the demanding VCE Mathematical Methods CAS and, possibly, Specialist Mathematics. Entry into this subject is by teacher selection, as specific criteria must be met.

Year 10 Pre Methods Mathematics:
Students must again meet specific criteria at year 9 to do this subject. This course is for those intending to complete VCE Mathematical Methods CAS Units 1 and 2 in year 11.

Year 10 Pre General Mathematics Program:
This course is for those intending to select VCE General Mathematics Units 1 and 2 in year 11 with a view to studying Further Mathematics in Year 12. The course focuses on consolidation of material covered during Year 9 before moving onto Year 10 material and ensures that students have a solid grounding in important concepts in preparation for VCE General Mathematics. This is the only VCE Mathematics pathway available to these students.

Course Structures:
Whatever course is selected, the programs are designed to fully prepare students for further studies in mathematics. Each course will involve:

- Standard skills and practice (topic tests)
- Solving non-routine problem solving or modeling tasks
- Using technology to produce results which support learning
- End of semester exams

Religious Education

In Year 10 students undertake one semester of Religious Education. While an exciting program in its own right Year 10 R.E. also develops in students specific knowledge and skills required for the theological and biblical studies available to them in Year 11 and 12. Students undertake three units of work.

- We begin with an examination of the Formation of the Gospels and introduce students to 'exegesis', a skill that is further developed in Texts and Traditions Units 3 & 4, which is available by acceleration in Year 11 or in Year 12
- Our second unit of work involves an introduction to the study of the Development of Conscience and the Catholic approach to Morality. This study prepares students for work in Religion & Society in Year 11
- Our third unit of work has a more practical focus and explores the Catholic approach to healthy Relationships.
Science

Core Science

All students are required to complete one Science subject in Year 10. From 2015 there are four options available for Year 10 science students:

1. SCIENCE A

Designed for students who are not expecting to study any science subjects at VCE level. This subject provides students with a basic understanding of biology, chemistry and physics covering a unit of each area across a single semester. This option is NOT recommended for students who may wish to study psychology, biology, chemistry or physics at VCE level.

2. SCIENCE B

Designed for students who are thinking about studying VCE Psychology or Biology. In addition to the core units in biology, chemistry and physics, students will undertake an extended study of the nervous system and an introduction to some areas of psychology. This subject will take up two semesters of choice for subject selection.

3. SCIENCE C

Designed for students who are thinking about studying VCE Biology or Chemistry. In addition to the core units in biology, chemistry and physics, students will undertake an extended study of biochemistry. Students thinking about VCE Biology without psychology are highly recommended to select this option over Science B. This subject will take up two semesters of choice for subject selection.

4. SCIENCE D

Designed for students who are thinking about studying VCE Chemistry or Physics. In addition to the core units in biology, chemistry and physics, students will undertake an extended study of physical science. A strong background in mathematics is highly recommended for this option. This subject will take up two units of choice for subject selection.

PLEASE NOTE: Regardless of which science subject is selected in Year 10, students can select ANY VCE science subject in Year 11.

Further details of the content of each subject is listed below:

SCIENCE A

Investigating Scientifically

The course begins with a review of the way in which scientific investigations are undertaken. Students are involved in designing their own experiments and writing a practical report to summarise their work.

Chemical Science

The building blocks of nature, namely atoms and elements are modelled and explained. This course also looks at the classification of elements using the periodic table and chemical reactions.

Biological Science

This unit investigates the means by which characteristics are passed from one generation to the next and investigates the structure of DNA.
Physical Science

The concepts of force, mass, acceleration and velocity are investigated and defined. Newton's laws of motion are also examined. Practical work is used to underpin student understanding of mechanical concepts and strengthen skills in the investigative process.

Learning and Assessment for all Science Subjects

A variety of learning and assessment modes will be used throughout Science subjects including:
- practical skills
- student centred research projects
- oral presentations
- use of learning technologies such as data logging equipment
- unit tests and semester examinations

SCIENCE B

This subject includes all the content listed in Science A as well as:

The Nervous System

An introduction to the role the nervous system plays in coordination of the body is undertaken looking at the structure and function of its main components.

Introduction to Psychology

Students will undertake an investigation of the role of a psychologist and the nature of psychology. They will also be introduced to a number of areas of psychology such as sports psychology, clinical psychology and forensic psychology.

SCIENCE C

This subject includes all the content listed in Science A as well as:

Biochemistry

This unit is designed to highlight the importance of chemical and biological concepts embedded in the study of Science. Students are introduced to the concepts of natural selection and evolution. The unit may include investigations of antibiotic resistant bacteria, food technology, mutations and disease and the immune response.

SCIENCE D

This subject includes all the content listed in Science A as well as:

Physical Science

This unit focuses on the electron and its importance in many physical and chemical concepts. It looks at atomic theory from the Big Bang through to modern uses of nuclear radiation, interactions between atoms in a variety of materials and studies a range of electrical circuits. This course may include investigations of electrochemical cells, the generation of electricity and the construction and use of electromagnets.

Learning and Assessment for all Science Subjects

A variety of learning and assessment modes will be used in Science subjects including:
- ePortfolio tasks investigating science as a human endeavour
- practical skills
- student centred research projects
- oral presentations
- use of learning technologies such as data logging equipment
- unit tests and semester examinations

Technology

VCE Information Technology

Year 10 students wishing to study Information Technology are directed to select VCE Information Technology Units 1 and 2.

This is a full year course and will take the place of one elective subject in Semester One and one elective subject in Semester Two.

As it is the only Information Technology course available to Year 10 students, there are no additional selection requirements for this subject.
Students intending to study Information Technology are recommended to undertake the following study program:

Year 10: VCE Information Technology Units 1 and 2.

Year 11: VCE IT Application Units 3 and 4.

Year 12: VCE Software Development Units 3 and 4.

VCE Information Technology

This study addresses the rapid pace of development in information technology (IT) is having a major influence on almost all aspects of society. Not only does information technology have the capacity to change how existing tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in personal relationships.

Unit 1 - IT in Action : IT11

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives.

In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain.

In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied.

In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

Unit 2 - IT Pathways : IT12

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations.

In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills.

Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3.

Design & Technology

Aim

The aim of the course is to develop skills in solving design problems as well as developing existing practical skills and increasing the student's understanding of materials.

Essentially Design and Technology is based around the development of a product in response to a design brief. Students also study the origins, processing and uses of materials.
There is the opportunity for students to pursue individual interests with regard to techniques and processes.

**Activities**
- analyse information in order to formulate design briefs
- undertake research to gain inspiration
- produce concept drawings and technical plans
- select appropriate materials and construction methods
- employ a range of tools and equipment
- develop a range of criteria in order to assess the completed product
- complete a written report that makes quality judgements concerning design decisions, work practices and the final product

**Assessment**

In order to successfully complete this subject, students will need to participate in all the activities above and submit a folio based on the work produced.

Students undertake an end of semester examination.

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**Food Technology**

**Aim**

At Year 10, Food Technology students will develop their knife skills and a range of preparation and presentation techniques. Students will broaden their understanding of the design process to investigate, design, produce and evaluate food products and meals for specific purpose.

This subject also aims to prepare students for VCE Food Technology.

**Learning Activities**

- During practical lessons, students will prepare food using complex processes and key ingredients in a safe and hygienic way, while working individually and in small teams.
- Students will test and prepare a variety of recipes to extend their knowledge of the functional role of key ingredients.
- Students will explore special dietary needs as well as examining the nutritional, social, cultural and environmental impact of food products.
- During the semester students will work through two design briefs to investigate, design, produce and evaluate food products and meals for specific purpose.

**Assessment**

A variety of learning and assessment modes will be used throughout the Food Technology course:

- Design Briefs
- Practical Examination
- Theory Examination

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**Visual and Performing Arts**

**Art Now!**

Students will design, make and present artworks. In doing so, students will develop skills in making decisions about creative ways of generating and implementing ideas. Students will reflect on experiences and observations, considering what they have learned about styles and forms of Art. Students will explore issues and concepts to generate ideas. In this subject
students will experiment with arts elements, principles and/or conventions to effectively present ideas. All planning is recorded in a visual diary.

When exploring and responding to art, students will focus on the understanding of fundamental art styles. Students will develop sensitive and critical awareness through observation, research, discussion and analysis of artworks from the Classical, Expressionist and Abstract styles. Students will compare artworks to consider similarities and differences in the styles, themes and intentions of the artists. Students will develop skills in presenting and justifying personal interpretations of, and opinions about, Art using appropriate arts language.

The substantial writing component involves research projects and an exam of concepts covered in the semester.

Drama

Presenting Devised Ensemble and Solo Performance
This subject explores how narrative is given form and meaning through performance and the ways in which dramatic elements can be enhanced and manipulated. Characterisation and techniques in transformation of character through the manipulation of expressive skills will also be examined. Students will be assessed on their ability to use expressive skills, theatrical conventions and stagecraft elements to perform stories and characters to an audience.

Analysing Performance
Students will observe, reflect on and analyse their own and others' work to demonstrate their continuing development in the use of drama terminology and understanding of the ways in which play-making techniques are used at different stages of the construction process, including the use of stimulus material and researching.

This course will fully prepare the student for the demands of drama in VCE.

Media

Media Studies in year 10 provides students with the opportunity to investigate media production techniques and develop skills in media technology operation. Additionally students will gain insight into the persuasive and powerful abilities of the media industry. The course focuses on 4 main areas of study these include:

- Exploration of the advent and development of television in Australia and its influence on communication
- Investigation of media ownership and influence on its audience, with a focus on bias in news and current affairs
- The development of media production skills with an emphasis on film design planning, production and post production processes
- Introduction to narrative film analysis examining production and story elements as well as narrative organisation and structure

All areas lead to VCE as production, understanding of film aesthetics and cultural contexts as well as analytical and critical skills needed to successfully complete all VCE Media Units.

Music Performance

This subject is designed to develop and further student knowledge in music performance and enhance student knowledge of theory and aural perception. Students will also study the work of well-known musicians to gain an insight into the techniques used by professionals to create works for live performance and recording.

This is a practical subject. Students are expected to continue or commence private music lessons of a musical instrument or voice as a requirement. Private music lesson application forms may be collected from the Music Department office or downloaded from the College website. Previous musical experience is recommended. Due to the large performance component of the course, students will have time allocated during music lessons to work on the development of performance and technical skills. Students will work towards regular solo and group performances with other members in the class. Students will be expected to perform at an evening concert at the end of semester.
There is an aural and theoretical component to this subject. It is expected that all applicants for this subject have a basic ability to read traditional music notation. Students without this essential skill are advised to enroll in Music Theory Classes at SBC to support the work undertaken in class.

Students who have an interest in and a dedication to music studies are encouraged to elect this course. The year 10 music performance course is an excellent preparation for VCE Music Performance, which is offered at St Bernard’s College.

- Outcome 1: Solo Performance
- Outcome 2: Group Performance
- Outcome 3: Theory and Aural Skill
- Outcome 4: Composition

**Music Styles & Composition**

In this subject, students will investigate music styles. Students will gain an understanding of the elements that make each style unique and also an awareness of what occurred historically to bring about each change and development. Students will then apply this knowledge to works they are preparing for performance and draw upon the information to present works that are historically and stylistically accurate.

This subject will introduce students to the basics of music arranging and composition via music writing tasks. Students will use a variety of methods to create new music including MDI and live recording.

Students who have an interest in and a dedication to music studies are encouraged to elect this course. The year 10 music performance course is an excellent preparation for VCE Music Performance, which is offered at St. Bernard's College.

- Outcome 1: Knowledge of styles
- Outcome 2: Performance Presentation
- Outcome 3: Arranging
- Outcome 4: Composition

**Photography**

Photography is about composing with light.

The year 10 photography course allows students to explore the use of photography as both an art form and a science. Students will learn the fundamentals of black and white photography from developing negatives to printing. Photographic processes and composition will be explored and analysed. Students are introduced to digital photography and the fundamentals of "Photoshop" imaging software.

The research project will involve studying the history of photography and analysing the styles and techniques of photographic artists. Students who wish to do VCE Studio Art with Photography are strongly advised to undertake this unit. Students have access to cameras at the college. A list of materials including film and photographic paper will be given out to students at the beginning of the unit.

**Visual Communication and Design**

This subject is about the presentation of information.

This elective offers students the opportunity to develop graphic techniques including freehand and instrumental drawing. Students will use 2 dimensional and 3 dimensional drawing systems to develop their graphic ideas for a design solution to a given design problem. The course explores the different fields of design practice such as information, environmental and product design.

Students will use a range of media and rendering skills as they apply the design process and students will have the opportunity to extend their visual ideas through the "Photoshop" and "Illustrator" software available at the school. As with all visual arts subjects there is a writing component, which in this unit consists of analysing:

- The design quality of a range of visual communications
- The historical influences on design styling

It is strongly recommended that if a student is considering VCE Visual Communication and Design that at least one unit of Visual Communication and Design is completed.
Chapter 3: Policies & Forms
Acceleration Policy

Students entering Years 10 and 11 in 2015

1. While all subjects are available for acceleration we do not envisage that it will be possible to accelerate in Maths Methods or Specialist Maths in either Year 10 or Year 11. Some subjects require a prerequisite for Units 3/4 of the corresponding Units 1/2.

2. Except in exceptional circumstances students will only be permitted to undertake one accelerated subject sequence.

3. Students will need to demonstrate academic excellence to be eligible to accelerate:
   - Students completing an AusVELS subject in Year 9 or 10 will need to be performing at a standard above the level expected on relevant dimensions. This means the overall achievement for assessment tasks will need to be “B+” or better.
   - To be considered for a 3/4 subject students will generally require a “B+” grade or better on all assessment tasks from their relevant Semester One Report. Even if a student has undertaken a VCE1/2 sequence, entry into the 3/4 will not be automatic.
   - Academic excellence and a positive attitude in class across all subjects may be taken into consideration when deciding the eligibility of a student for acceleration. It is advisable that students maintain a high level of academic excellence across all subjects.

4. In both cases Approaches to Learning comments will be considered and the relevant Semester One Report must be attached to the acceleration application form. Application will need to be made at subject selection time in Term 3.

5. Prospective candidates may be interviewed if their acceleration application is less than acceptable.

6. VET will not be considered as acceleration but will require an interview.

7. Timetable clashes resulting from Unit 3/4 subjects not being conducted on Line 6 of our timetable may require a change to an approved acceleration subject. Any changes will be finalised following discussion with affected students and their parents.

Pauline Thompson
Director of Learning

Application Forms

- Acceleration Application Form
- Subject Selection Form
- Agere Application Form

Acceleration means completing a Year 11 (Unit 1/2) subject while in Year 10 or a Year 12 (Unit 3/4) subject while in Year 11. The major benefit to the student is the experience of working at a more demanding level and is best suited to students who are already excelling in a related subject area. Generally the accelerated subject should not be the student’s best subject.