Year 10 Level Assembly
Tuesday 19 July
SUBJECT SELECTION 2017
Year 10 Level Co-ordinator
Mrs Clapperton
LANGUAGES
Mr La Fauci
Languages @ Avila
English is not enough!

2017 and beyond
Why Study A Language?

Did you know that …

• Learning a Language improves your brainpower, memory, multi-tasking skills, aptitude, health and attention.
• Students that have studied a language for 4 or more years out perform their classmates.
• Bilingual people find it easier to understand a third language.
• In many countries students actually study 2 languages.
• Over ⅓ of businesses want people specifically for their language skills.

What career path can a second language lead me towards?
Here are some - nurse, journalist, computer games designer, marketing manager, tourist guide, engineer, doctor, lawyer, teacher.
Why learn a language?

• There is a misconception that everybody in the world speaks English

• Learning a language will improve your employment prospects when you leave school

• To increase English Skills

• To improve results in other subjects

• To improve chance of entry into University

• Travel prospects

• Immerse yourself in another culture and gain an intercultural understanding

• To assist your brain function and problem solving skills
LANGUAGE STUDY TOURS

Indonesia (2017)
France (2017)
Italy (2018)

Only students undertaking the language are eligible to participate in the College’s overseas tours.
Languages at Year 11

- Sets solid foundations for studying a Language at Year 12.
- Consolidation of vocabulary, grammar and skills developed in Year 10.
- High work expectations are set.
- If you are planning to do Maths in Year 11 and 12 you may consider doing a Language as this will allow you to qualify for the VCE Baccalaureate.
- It provides an additional form of recognition for students who choose to undertake both a higher level Mathematics and a Language in VCE and rewards them for their hard work.
Roger Federer
MATHS
Ms Baka
MATHS AT AVILA
2017
Maths Pathways

Year 10 Mathematics

- General Mathematics Units 1 & 2
  - Contains assumed knowledge for related material in Further Mathematics Units 3 & 4

 Year 10 Mathematics A

- Mathematical Methods Units 1 & 2
  - This course has a strong emphasis on algebraic manipulation and graphical techniques. It contains assumed knowledge for related material in Mathematical Methods Units 3 & 4

- Specialist Mathematics Units 1 & 2
  - (Can only be selected if Mathematical Methods Units 1 & 2 is also being studied)
  - Strongly recommended in addition to Mathematical Methods Units 1 & 2
Maths Pathways

Year 11

- General Mathematics Units 1 & 2
  - Contains assumed knowledge for related material in Further Mathematics Units 3 & 4

- Mathematical Methods Units 1 & 2
  - This course has a strong emphasis on algebraic manipulation and graphical techniques.

- Specialist Mathematics Units 1 & 2
  - (Can only be selected if Mathematical Methods Units 1 & 2 is also being studied)
  - Strongly recommended in addition to Mathematical Methods Units 1 & 2

Year 12

- Further Mathematics Units 3 & 4
  - Further Mathematics Units 3 & 4 could be taken alone or with Mathematical Methods Units 3 & 4

- Mathematical Methods Units 3 & 4
  - Mathematical Methods Units 3 & 4 could be taken alone or with either Further or Specialist Mathematics

- Specialist Mathematics Units 3 & 4
  - Specialist Mathematics Units 3 & 4 is normally taken in conjunction with Mathematical Methods Units 3 & 4
Which Maths subject(s) can I do in Year 12?

<table>
<thead>
<tr>
<th>Year 11 2017</th>
<th>Year 12 2018</th>
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<tr>
<td>General Mathematics ONLY</td>
<td>Further Mathematics ONLY</td>
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<tr>
<td>General Mathematics and Mathematical Methods</td>
<td>Mathematical Methods ONLY OR Mathematical Methods and Further Mathematics OR Further Mathematics ONLY</td>
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</table>
ENGLISH
Mrs Swift
Reading / Viewing

Writing

Speaking

Written - Visual - Multimodal Texts
HEALTH AND PHYSICAL EDUCATION
Miss King
In both HHD and PE it is PREFERABLE to COMPLETE Units 1 & 2 BEFORE doing Units 3 & 4 however if you think you may wish to do Units 3 & 4 in year 12 but can only do either Units 1 or 2 in year 11, it is recommended that you do

Unit I Health and Human Development

Unit I Physical Education
<table>
<thead>
<tr>
<th>VCE Physical Education</th>
<th>VCE Health and Human Development</th>
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<tbody>
<tr>
<td>• Exercise physiologist</td>
<td>• Health Promotion</td>
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<td>• Sports scientist</td>
<td>• Health Education</td>
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<td>• Biomechanist</td>
<td>• Community Health</td>
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<td>• Performance analyst</td>
<td>• Health project management</td>
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<td>• Physical Education Teacher</td>
<td>• Occupational Therapy</td>
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<td>• Physiotherapist</td>
<td>• Mental Health</td>
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<td>• Occupational Therapist</td>
<td>• Nursing</td>
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<td>• Myotherapist</td>
<td>• Food analyst</td>
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<td>• Osteopath</td>
<td>• Product Development</td>
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<tr>
<td>• Nurse</td>
<td>• Community nutrition</td>
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<tr>
<td>• Paramedic</td>
<td>• consumer awareness</td>
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<tr>
<td>• Sports Nutrition</td>
<td>• Public Health promotion</td>
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<tr>
<td>• Podiatrist</td>
<td>• Health policy development</td>
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<td>• Coaching</td>
<td>• Women’s health Officer</td>
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<tr>
<td>• Sport management and marketing</td>
<td>• Health Educator</td>
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<tr>
<td>• Development of sport and recreation in the community</td>
<td>• Social worker</td>
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<td>• Community support an inclusion officer</td>
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<td>• rehabilitation consultant</td>
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HEALTH AND HUMAN DEVELOPMENT

Unit 1

• The Individual human development of Australia’s youth
  The Health of Australia’s youth
  Nutrition during youth
  The determinants of health
  Health issues facing Australia’s youth

Unit 2

• Human development during prenatal stage
  Development of Australia’s children
• Health and individual human development of Australia’s children
• Determinants Health and individual human development of Australia’s children
• Health and individual human development of Australia’s adults
Investigate Health status of Australian population

Compare health status of Australian population with other developed countries

Look at National Health priority guidelines

Explore Health promotion in Australia

Global Health

Comparison health status of Australians and other developing countries

Diseases in developed country with those in developing country

How health status and sustainable Human Development be achieved

Promotion of Global Health

Evaluation of global health programs

Interrelationship between health, human development and sustainability
Unit 1

 Bodies in motion
• How the musculoskeletal system works to produce movement.
• How the cardiorespiratory system functions at rest and during exercise.

Unit 2

 Physical Activity, sport and society
• Relationships between physical activity, sport, health and society.
• Contemporary issues associated with physical activity and sport.
Unit 3

- National Physical Activity Guidelines
- Promotion of physical activity
- Evaluation of Physical activity initiatives
- Fatigue and Recovery Strategies
- Our body’s response to physical activity

Unit 4

- Legal and illegal performance enhancing strategies
  e.g.
  - nutrition
  - hydration
  - sport psychology
  - use of illicit substances
- The cardiovascular, muscular and respiratory systems adaptations to training

There is a practical component to this course.
THE ARTS
Ms Kirkwood
THE ARTS
VCE Subject Selection
THE ARTS

The study of subjects in the visual and performing arts provides students an opportunity to develop critical thinking, problem solving strategies and increase visual, aural and verbal communication skills. Exposing students to the in-depth study at VCE in The Arts increases the individuals appreciation of the arts in our culture and it often leads to a lifelong love of the subject and in many cases also leads to a fulfilling careers in the industry.
DRAMA

Units 1 & 2
DRAMA 1 & 2

This course explores improvised student-written drama material:

Understanding of the elements of drama
  • Understanding of performance style and associated conventions
  • Solo performance work
  • Group performance work
  • Acting, with a minor emphasis on stagecraft (props, costume)
Assessment tasks:
• Rehearsal and development of performance works
• Ensemble (Unit 1) and solo (Unit 2) performances
• Written analysis of development of performances
• Theatre performance analysis

Skills learned:
• Sophisticated character work
• Understanding of naturalistic and non-naturalistic drama
• Ability to sustain character in solo and group performances
• How to include acting and staging conventions in performances
• Ability to analyse professional theatre in written form
DRAMA
VCE Accelerated Unit 3 & 4
This course mirrors the structure and task work of Units 1 and 2 Drama, with changed content and added sophistication:

- Improvised and student-written drama material
- Understanding of the elements of drama
- Understanding of performance style and associated conventions
- Solo performance work
- Group performance work
- Acting, with a minor emphasis on stagecraft (props, costume)
Assessment tasks:
• Rehearsal and development of performance tasks
• Ensemble (Unit 3) and solo (Unit 4) performances
• Written analysis of development of performances
• Theatre performance analysis (Unit 3)
• Solo performance examination (35%)
• Written examination (25%)

Skills learned:
• Sophisticated character work
• Understanding of naturalistic and non-naturalistic drama
• Ability to sustain character in solo and group performances
• How to include acting and staging conventions in performances
THEATRE STUDIES
Unit 1 & 2
VCE Theatre Studies is a sister-subject to VCE Drama and can either be taken in isolation or in tandem with VCE Drama:

- Exclusively scripted character work
- Professionally written play scripts
- Focus on stagecraft (acting, costumes, props, sets, lighting, directing etc.)
- Understanding of the history of theatre
- Solo performance work
- Group performance work
- Acting, with a significant emphasis on stagecraft
THEATRE STUDIES 1 & 2

Assessment tasks:
• Identification and analysis of distinguishing features of play scripts
• Acting and stagecraft application to play scripts
• Theatre performance analysis

Skills learned:
• Sophisticated character work
• Understanding of performance style and staging conventions through history
• Ability to sustain character in solo and group performances
• Ability to analyse professional theatre in written form
Note:
• Unit 1 Theatre Studies examines pre-20th Century theatre scripts
• Unit 2 Theatre Studies examines modern and contemporary theatre scripts
• VCE Theatre Studies has a larger theory component than VCE Drama
MUSIC PERFORMANCE

VCE Electives
Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.
Unit 2
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.
Unit 1
In this unit, students focus on:

- Exploring numerous painting and drawing techniques
- Generating designs and concepts
- Creating works relevant to their creative process
- Responding to artists and artwork from culturally and artistically significant periods of time
Unit 2
In this unit, students focus on:

- Individual creative endeavour based on a self-generated concept
- Refining techniques and processes relevant to their ideas
- Creating final pieces of work based on their ideas
- Responding in depth to a range of artists and artworks from several periods of time
STUDIO ARTS

Painting & Drawing

VCE Units 3 & 4
STUDIO ARTS 3&4

Unit 3
In this unit, students focus on:

- Exploring a self-generated concept incorporating a broad range of ideas
- Trialling and documenting a number of individual relevant processes in relation to their concepts
- Researching and responding to artists and artworks
- Analysing and generating responses based on contemporary art concerns
STUDIO ARTS 3&4

Unit 4
In this unit, students focus on:

• Refining and producing final pieces of artworks based on their themes
• Arranging their artworks within a space to create a specific intention
• Going on excursion to a range of galleries to expand their experience of different art spaces and galleries
• Analysing and generating responses based on contemporary art concerns
STUDIO ARTS
Photography
Unit 1 & 2
Unit 1
In this unit, students focus on:

- Exploring numerous analogue and digital processes within the field of photography
- Generating designs and concepts
- Creating works relevant to their creative process
- Responding to artists and artwork from culturally and artistically significant periods of time
Unit 2
In this unit, students focus on:

• Individual creative focus based on a self-generated concept
• Refining techniques and processes relevant to their ideas
• Creating final pieces of work based on their ideas
• Responding in depth to a range of artists and artworks from several periods of time
Unit 1: Introduction to Visual Communication Design

Students apply design thinking and drawing skills to make messages, ideas and concepts visible. They create drawings for different purposes and describe how visual communications have been influenced by past and contemporary practices.
Unit 2: Applications of visual communication design

Students apply design knowledge to create presentation drawings associated with the environmental, industrial and communication design fields. They incorporate relevant technical drawing conventions, manipulate type and imagery and use a design process to meet the requirements in given briefs.
VIS COM DESIGN
VCE Acceleration Unit 3 & 4
Unit 3

Students create final presentations informed by their exploration and analysis of a range of visual communications. They study how the design process is applied in industry and use design thinking skills in preparing a brief, undertaking research and generating ideas for final presentations which will be developed and evaluated in Unit 4.
Unit 4

Students focus on the design process to develop and refine concepts before producing final visual presentations that satisfy the brief established in Unit 3. They then devise a pitch to present, explain and evaluate their visual communications against their brief.
VIS COMM DESIGN 3&4

Jaya Domingo - Visual Communication Design

Pauline Maderazo
Unit 4 Visual Communication Design
Why choose an Arts subject for Year 12?
RELIGIOUS EDUCATION
Ms Johnston
Religious Education

Understanding Faith in the context of our world today
Religious Education in VCE - 3 Options

- Option 1 - Religion & Society AND Texts and Traditions
  Unit 1

- Option 2 - Religion & Society OR Texts and Traditions
  Unit 1

- Option 3 - Religion & Society Unit 3 & 4
Religion and Society Unit 1

Areas of study-

- The religious world
- Religious traditions in Australia
- Religious identity and life experience
Texts and Traditions Unit 1

Areas of Study-

- Exploring literary forms
- Exegesis of text
- Uses and interpretations of Sacred texts
Religion and Society
Unit 3

The Search for meaning

Dealing with the “BIG” questions – the existential questions….
Why am I here? What is my purpose in life? Why do we suffer?
The implications for how we live -

THE ETHIC OF LIFE

Genesis 1: 27 So God created them in his own image, in the image of God he created them.
Life experience and religious beliefs
Religion and Society
Unit 4

Challenge and Response

Change in the Catholic Church-Modernism, Science, Philosophy, Vatican II

How is the Church responding to the trafficking of women into slavery in Australia?

What is Catholicism’s vision for society?
Benefits of selecting
Unit 3 & 4

• Develop writing and analytical skills that are transferable to other study areas (Humanities Subjects)

• Achieve greater academic success

• Complements the philosophical and historical concepts covered in other subject areas

• Become informed about faith and its place in the world
The skills of analysis, evaluation, application of knowledge and communication prepares you for a broad range of courses and careers beyond Avila.

For example- Law, Journalism, Politics, Education, Nursing, Social Work, Counselling, Public Service, Police Force, Diplomatic Service, Medicine, Religious Professions, Not for Profit Organisations.
SCIENCE
Mrs Thom-Tydell
VCE SCIENCES
Here’s a few good reasons to study a Science in VCE
There’s doctors...nurses...physiotherapists... paediatricians...
developers of new medicines, biotechnologists, paramedics, pharmacists...
...vets...zoologists...ecologists... and many species under threat...
...there are environmental scientists...
...engineers of all sorts...
...astronomers who strive to solve the riddles of the Universe...
...the makers of new materials...
... including new ways to harness energy and new fuels...
... and those who work to solve one of the biggest problems facing us all...

... climate change
So if you *enjoy* science, are good at it and think you might want a career like one of these...

...please consider
Choosing VCE Science Subjects

A quick flick through a tertiary course guide will show you how often a science subject is either a pre-requisite for a course or contributes to part of the selection criteria.

Please check at the Careers Hub
## VCE Requirements and Recommendations

<table>
<thead>
<tr>
<th>If you want to study this Unit 3 and 4 subject</th>
<th>Study these Unit 1 and 2 subjects</th>
<th>Study these Yr 10 subjects</th>
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<tr>
<td>Chemistry Unit 3&amp;4</td>
<td>Chemistry Unit 1&amp;2</td>
<td>Chemistry or Environmental Science</td>
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<tr>
<td>Physics Unit 3&amp;4</td>
<td>Physics Unit 1&amp;2</td>
<td>Physics or Forensic Science</td>
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<tr>
<td>Biology Unit 3&amp;4</td>
<td>Biology Unit 2</td>
<td>Forensic Science or Genetics and Evolution recommended</td>
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<tr>
<td>Psychology Unit 3&amp;4</td>
<td>Psychology Unit 1</td>
<td>Year 10 Science (any unit)</td>
</tr>
<tr>
<td>AgHort Unit 3&amp;4</td>
<td>Unit 1 AgHort (Unit 1 and 2 preferred)</td>
<td>Year 10 AgHort recommended</td>
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</table>

Note: Requirements listed in **bold** are not negotiable.
VCE Science Pathways

Chemistry

Any Year 9 Science Stream

10 Chemistry
10 Environmental Science

VCE Chemistry 1 & 2

VCE Chemistry 3 & 4

Year 9
Year 10
Year 11
Year 12

See Dr Liston, Mrs Clapperton or Mrs Thom-Tydell
VCE Science Pathways

**Physics**

This subject complements Maths and Chemistry

See Mr Kennedy or Mr Francis
VCE Science Pathways

Biology

It is preferred that both Units 1 and 2 be done before Units 3 & 4 Biology but if you can only do one unit then choose Unit 2
But what if I only did Unit 1 this year and I want to do Units 3 and 4 next year???

Don’t panic! Students who did well in Unit 1 Biology this year can apply for Unit 3&4 Biology in 2017 ... BUT... they are expected to do some extra work in their own time to catch-up on most important parts of Unit 2.

See Mrs Katselas or Mrs Thom-Tydell
VCE Science Pathways

Psychology

It is preferred that both Units 1 and 2 be done before Units 3 & 4 Psychology but if you can only do one unit choose Unit 1

See Mrs Bunning or Mrs Macklin
VCE Science Pathways

Agriculture and Horticultural Studies

Successful completion of 10 AgHort can lead to 3/4 AgHort in Year 11

See Miss Stute or Mrs Millar
Thanks and Good luck!
TECHNOLOGIES
Mr Baroudi
Technologies in Year 11

- Algorithmics
- Product Design & Tech
- Hospitality
- Food Studies
Product Design and Technology
Certificate II in Hospitality
Food Studies

Unit 1 & 2
NEW COURSE for 2017
Unit 1: Food Origins
AREAS OF STUDY:

1. Food Around the World
2. Food in Australia
AREAS OF STUDY:

1. Food Industries
2. Food in the Home
Food Studies

Assessment:

Includes practical activities and written tasks for all outcomes.

For example:

Design and develop a practical food solution for a home situation such as family dinners over the week.
Food Studies

- Different food cultures and cuisines
- Global spread of food such as coffee, chocolate, spices
- Patterns of migration and food
- Food trends including emerging food movements

Does Australia have it’s own distinctive cuisine?
Where does Food Studies lead you??

The Future: A Subject that extends the exploration of food knowledge and skills and builds an individual pathways to health and wellbeing through practical skills

Provides practical skills for life long learning

Provides time management and organisational skills for any job in the future especially in the Food Industry such as:

Food Regulation at all government levels, hospitals and institutions in food development meal planning, industries such as major food companies and many others.....
Any Questions please see your FT Teacher or email me
Food Studies:
For more information

- Food Tech: Ms Marino
- Design Tech: Mrs Walsh
- Algorithmics: Mr Baroudi
HUMANITIES
Mr Bernardo
VCE Commerce
VCE Commerce

- Accounting
  Unit 1 and Unit 2

- Business Management
  Unit 1 and Unit 2

- Legal Studies
  Unit 1 and Unit 2

- Certificate III in Business
Year 12 Commerce

- Business Management
  Unit 3 and Unit 4

- Legal Studies
  Unit 3 and Unit 4

Questions see:
Mr Bernardo
Mr Cornell
Mr Johnson
Pathways

Check Curriculum Guide in specific subject areas
History - Unit 1
20th Century (1918-1939)

• Crisis & Conflict - World Wars I/II

• Social Life - Depression & Nazi Germany

• Cultural Expression - Music (Jazz), Art (Picasso), Film (Charlie Chaplin)
History - Unit 2

20th Century: 1945-2000

• Competing Ideologies: communism versus capitalism, the Cold War period and conflicts such as Vietnam.

• Challenge and Change - Social Movements and changing ideas about society e.g. the Civil Rights Movement in USA, independence movements and other conflicts in the last decade of the 20th C
Classical Studies: Unit 1
Mythical Worlds

• Explore fascinating and famous myths & legends from Ancient Greece through ancient texts: epic, tragic play (studied in translation).

• Learn about gods, goddesses and heroes such as Achilles and Hector through studying these tales about love, war, betrayal and courage in Homer’s epic poem about the Trojan war: *The Iliad*.

• Are myths true? Learn about Archaeology and artefacts.

• If you can only fit in one unit of Classics: Unit 1 is the best preparation for yr 12.

• For more information see Miss Robinson or Mrs Meaklim.
Classical Imaginations

- The history of Ancient Greece from 900-400 BCE.
- Focus on the Golden Age of Athens. Studying culture, development of democracy, religion through plays and art & architecture.
- Learn about the ancient Greek influences on our modern society.
- For more information see Miss Robinson.
Australian & Global Politics
Unit 1: The National Citizen

• Power politics and democracy looking at current issues and how ideologies develop.

• Exercising & challenging power. Leadership & Political activism such as Greenpeace & Get-Up.
Australian & Global Politics
Unit 2: The Global Citizen

• Identify ways in which the lives of citizens in the 21st century are interconnected globally.

• Global Threads - Study the impact of globalisation and global issues.

• Global Cooperation and Conflict - Explore the way the international community, both state and non-state actors, deal with challenges such as Iraq, Syria and Afghanistan. Study how the UN and NGO’s work with global communities.
Units 3 & 4 options

For those students who would like to accelerate and complete a units 3&4 in Year 11, there are 3 Humanities options:

• Global Politics
• History (Revolutions)
• Classical Studies
Australian & Global Politics

Unit 3: Global Actors
• Examines states, international institutions (IMF, WTO, International Criminal Court), trans-national corporations & non-state actors.

Unit 4: Global Challenges
• Ethical issues & debates, e.g. human rights, people movement, poverty, arms control & disarmament.
• Crises & responses - conflict, terrorism & global financial crisis.
• See Mrs Wright
History - Revolutions

Revolutions explores the reasons for revolution, the role of leaders and the new society created from revolution. See Ms Baker or Mrs Stuart

Unit 3: French Revolution (18th Century)
Unit 4: Russian Revolution (20th Century)
Classical Studies

Units 3&4: Classical Worlds
Study of the beliefs, culture and events of Classical Greek and Athenian society c. 500-400BCE through ancient texts: the oldest epic known to humanity—Homer’s Iliad, a tale about love, war, courage and loss. Study famous tragic plays about mythology, heroes, gods and goddesses by Euripides and Sophocles. Study the first written ‘histories’ by Herodotus ‘father of History’ and Thucydides the first war reporter. See Miss Robinson or Mrs Meaklim
YEAR 11
GEOGRAPHY
PATHWAYS

• You can do Unit 1 Geography or Unit 2 Geography OR Units 1 and 2 Geography in Year 11.

• You can apply to do Units 3/4 Geography as a Year 11 Student

• There are no prerequisites to do Units 3/4
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<td>Changing the Land</td>
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<td><strong>Unit 3</strong></td>
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<td>Tourism</td>
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YEAR 11 GEOGRAPHY
UNITS

Unit 1 Geography - Hazards and Disasters

Unit 2 Geography - Tourism
In this unit we undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Topics - Geological, Climate, Biological and Technological Hazards

Fieldwork - One day Port of Melbourne or site of recent disaster
Unit 2 Geography

In this unit we investigate the characteristics of tourism - where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. We look at contrasting examples of tourism from within Australia and elsewhere in the world.

Fieldwork - Overnight trip to Echuca or the Otways
Acceleration

Unit 3 and Unit 4
Geography in Year 11
(acceleration)
Unit 3 Geography
- Changing the Land

**Change to land cover** - deforestation, desertification and melting glaciers and ice sheets.

**Change to land use** - at a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources.

Fieldwork: The former Burwood Brickworks site which is currently transforming to a retail, commercial and residential precinct.
The geography of human populations:
- patterns of population change
- movement and distribution
- how governments, organisations and individuals have responded to those changes in different parts of the world
- investigation into two significant population trends arising in different parts of the world
Any Questions?

- Don’t hesitate to ask:
  - Mrs McCann
  - Ms Kelly
Year 10 Level Co-ordinator
Mrs Clapperton