

Belmont High School

Year 10
SUBJECT SELECTION
2017

Guidelines
and
Subject Descriptions

Belmont High School

– a centre for learning, excellence and performance –

Our Mission

At Belmont High School, our overriding purpose is to provide an environment that nurtures the wellbeing of all students, and provides successfully for their ongoing learning and variety of academic needs. Our innovative and extensive co-curricular programs challenge and engage all students. Our technology facilities and commitment to students ensures learning environments where students are well equipped for the challenges of the 21st century.

*Our motto, “**Strive for the Highest**”, underpins our approach to working with young people.*

Pathway Planning, Subject Selection and Careers Information

Support Services Available

The Student Pathways Centre is situated in the Administration Building and is open from 8.15am to 5.00pm. Individual counseling can be made outside these times by appointment. The Centre is staffed by qualified Career Counselors. Students can gain assistance in course planning, resume preparation, presentations for job interviews, applications for tertiary studies and general counseling. VCE, VET, VCAL and SBAT enquiries can also be made at the Student Pathways Centre.

Students in Year 10 should make full use of the Student Pathways Centre, discussing options, checking Tertiary Entrance Requirements and familiarising themselves with the resources available.

Advice when choosing subjects

When choosing subjects the subject teachers can provide information about the syllabus, assessment and pathways in their subject areas.

Heads of Department can be contacted regarding curriculum:

| | |
|---------------|---|
| English | Ms Barbara Daff |
| Mathematics | Mrs Sally Morse |
| Arts | Ms Kirsty Zahra |
| Technology | Ms Belle Donald |
| Languages | Ms Leanne Purdy (Indonesian), Ms Federica Cologni (Italian) |
| Health and PE | Ms Sarah-Jane McDonald and Mr Taylor Buchanan-Huhn |
| Science | Mr Rod Stott |
| SOSE | Ms Emma Horne |
| Music | Ms Rose Humphrey |

VCE Studies offered - acceleration

VCE Study Information

ACCOUNTING (1-4)
ART (1-4)
BIOLOGY (1-4)
BUSINESS MANAGEMENT (1-4)
CHEMISTRY (1-4)
COMPUTING (1 & 2)
COMPUTING: INFORMATICS (IT) (3 & 4)
COMPUTING: SOFTWARE DEVELOPMENT (3 & 4)
DESIGN, CREATIVITY & TECHNOLOGY (1-4)
 - Fibre
 - Food
 - Metal
 - Wood
ENGLISH (1-4)
ENGLISH LANGUAGE
ENGLISH AS AN ADDITIONAL LANGUAGE (1-4)
ENVIRONMENTAL SCIENCE (1-2)
EXTENDED INVESTIGATION (3-4)
GEOGRAPHY (1-4)
HEALTH AND HUMAN DEVELOPMENT (1-4)
HISTORY (1-4)
LEGAL STUDIES (1-4)
LITERATURE (1-4)
LANGUAGE - Indonesian (1-4)
 - Italian (1-4)
MATHEMATICS (1-4)

MEDIA STUDIES (1-4)
MUSIC INVESTIGATION
MUSIC PERFORMANCE (1-4)
OUTDOOR EDUCATION AND
 ENVIRONMENTAL STUDIES (1-4)
PHYSICS (1-4)
PHYSICAL EDUCATION (1-4)
PSYCHOLOGY (1-4)
STUDIO ARTS
SYSTEMS ENGINEERING
THEATRE STUDIES (3 & 4)
VISUAL COMMUNICATION DESIGN (1-4)

Extra information available from:

J. Watson
J. Stevens
S. Visser
E. Horne
A. Sokolov, R. Stott
L. Kelly
L. Kelly
L. Kelly

B. Donald
E. Cave
P. Stockton
P. Vernon, P. Stockton
B. Daff
P. Macer
M. Dooley
D. Matthews
J. McAndrew
R. Kline
D. Ayres, A. Harbison
A. Todorovic
E. Horne
R. Rochester
L. Purdy
A. Gregory
M. Wamsteker, D. Byrt, A. Sokolov,
P. Dann, S. Morse, J. Stewart, R. Fehling
F. Hergstrom
R. Humphrey
R. Humphrey
R. Kline, P. Stockton

R. Stott
J. McAndrew, D. Ellis
S. Visser
K. Zahra
D. Byrt, S. Webb
K. Mann
A. Hambling, P. Stockton



Note: please refer page 12 for acceleration guidelines. Acceleration may not be possible in all subjects, in particular English, Mathematics and Sciences

Vocational Education and Training (VET)

VET is a study option combining VCE or VCAL with vocational training and work placement in industry. VET is recognised as a pathway to a number of careers. A student's VET program may form part of a pathway towards employment or tertiary studies after secondary school. Many employers are recruiting students who have completed VET programs. A VET certificate is a nationally recognised qualification.

After two years study a student can successfully complete the VCE, obtain a VET certificate and a contribution towards the student's ATAR. VCAL students undertake VET or Further Education as part of that program. A student's VET program in most cases constitutes another subject undertaken off campus.

In 2016, approximately 130 Year 10, 100 Year 11 and 30 Year 12 students participated in VET programs. Many students attend local Registered Training Organisations such as the Gordon Institute of TAFE.

Parents do need to be aware that VET Courses may incur additional fees.

Parents and students should consider the study options provided by VET as part of the Later Years course planning process.

VET program details and application forms are available from the Student Pathways Centre. Enquiries relating to VET should be directed to Mr Darren Lynch.

2017 VET Programs offered include:

- Certificate II in Animal Studies
- Certificate II in Automotive Technology
- Certificate II in Building and Construction
- Certificate III in Beauty
- Certificate II in Outdoor Recreation
- Certificate II in Applied Fashion
- Certificate II in Dance
- Certificate II in Desktop Publishing
- Certificate II in Electrical
- Certificate II in Engineering
- Certificate II in Equine Industry
- Certificate II in Health and Remedial Massage
- Certificate II in Hairdressing
- Certificate II in Horticulture
- Certificate II in Hospitality (Operations)
- Certificate II in Media
- Certificate III in Information Digital Media and Technology
- Certificate III in Music
- Certificate III in Music Industry
- Certificate III in Sport and Recreation
- Other

Please note: External VET programs on offer may be subject to change.

Students can study Certificate III in Music, Certificate III in Information Digital Media and Technology, Certificate II in Outdoor Education, Certificate III in Interactive Digital Media and Technology and Certificate III in Sport and Recreation at Belmont High School.

Structured Workplace Learning

Structured Workplace learning is where a student takes part in a work placement as a "block" of time or ongoing weekly. These work placements form part of a student's VET or VCAL program.

Belmont High School RTO Number 22312

Belmont High School became a Registered Training Organization for the delivery of VET in 2010. Belmont High School is registered with the Victorian Registration and Qualifications Authority to deliver Certificate III Music, Certificate III Interactive Digital Media, Certificate III Information Technology, Certificate II Outdoor Recreation and Certificate III Sport and Recreation. Mr Darren Lynch is the Manager.



Certificate III in Music CUS 30109

This course is auspiced by Belmont High School (RTO 22312)

Duration: This program is conducted over two years

Contact Person: Ms Lynne Morton, Mr Rob Gador

Course Aims

Certificate III in Music develops in student's advanced and diverse performing, technical and business skills in relation to the contemporary music industry.

This program is a performance program and includes areas of study in which students must learn an instrument and perform on that instrument with others and by themselves.



Course Content

The curriculum follows the National Training Package for Music and covers the following National Competency modules.

| | |
|------------|--|
| CUFCMP301A | Implement copyright arrangements |
| CUSIND301A | Work effectively in the music industry |
| CUSIND302A | Plan a career in the creative arts industry |
| CUSMLT302A | Develop and apply aural-perception skills |
| CUSMPF204A | Play music from simple written notation |
| CUSMPF302A | Prepare for performances |
| CUSMPF203A | Develop ensemble skills for playing or singing music |
| CUSOHS301A | Follow OH&S procedures |
| CUSMPF301A | Develop technical skills in performance |
| CUSMPF305A | Develop improvisation skills |
| CUSMLT301A | Apply knowledge of genre to music |
| CUSMPF402A | Develop and maintain stagecraft skills |
| CUSMPF404A | Perform music as part of a group |

- Program subject to change

*CUS30109 Certificate III in Music will transition to the new course CUA30915 Certificate III in Music Industry in 2017 upon receipt of VCAA approval. Students commencing units 1 and 2 will undertake the new course.

Contribution to the VCE

On completion of Certificate III in Music, students will receive two VCE units at 1-2 level and two units at 3-4 level. This will count as a 3-4 sequence. Students undertake a Scored Assessment contributing towards the ATAR.

Assessment

Vocational Education and Training assessment is competency based and includes practical activities, written assignments, oral and written questioning and observation. This is a hands-on course with practical assessment.

Pathways

This program has pathways into Certificate IV in Music, University and TAFE courses in Music and Audio Engineering.

Cost Guide

Year 1 \$300

Year 2 \$225



Certificate III in Interactive Digital Media CUF30107

This course is auspiced by Belmont High School (RTO 22312)

Duration: This program is conducted over two years

Contact Person: Ms Liana Kelly

Course Aims

This program will introduce students to the multimedia industry, where students will be exposed to duties performed by web page designers, animators, visualisers and multimedia producers. It provides students with entry level training in the exciting medium of digital technology within media industries.

Course Content

| | |
|------------|--|
| BSBCRT301A | Develop and extend critical creative thinking |
| BSBDES201A | Follow a design process |
| BSBOHS201A | Participate in OH&S processes |
| CUFDIG303A | Produce and prepare photo images |
| CUFIND301A | Work effectively in screen/media industries |
| CUVCOR08B | Produce drawings, represent/commercial concept |
| BSBDES302A | Explore/apply creative design to 2D form |
| CUFANM301A | Create 2D animations |
| CUFDIG301A | Prepare video assets |
| CUFDIG302A | Author interactive sequences |
| CUFDIG304A | Create visual design components |
| CUFWRT301A | Write content for a range of media |

- Program subject to change

Assessment

Vocational Education and Training assessment is competency based. This is a hand's on course with practical assessment.

Contribution to the VCE

On completion of Certificate III in Interactive Digital Media, students will receive two VCE units at 1-2 level and two units at 3-4 level. This will count as a 3-4 sequence. Students undertake a Scored Assessment contributing towards the ATAR.

Pathways

This program has pathways into Certificate IV in Multimedia and University courses.

Cost Guide

\$175 per year

Certificate III in Information, Digital Media and Technology ICA30111

This course is auspiced by Belmont High School (RTO 22312)

Duration: This program is conducted over two years

Contact Person: Ms Liana Kelly

Course Aims

This program is designed to provide participants with the knowledge and skills to achieve competencies that will enhance the student's employment prospects within the Information Technology industry.

Course Content

Core Units

| | |
|------------|--|
| BSBOHS302B | Participate effectively in OH&S communication and consultative processes |
| ICAICT202A | Work and communicate effectively in an IT environment |
| ICASAS301A | Run standard diagnostic tests |
| ICASAS303A | Care for hardware |
| ICASAS304A | Provide basic system administration |
| ICAICT303A | Connect internal hardware components |
| ICAICT203A | Operate application software packages |
| ICAWEB201A | Use social media tools for collaboration and engagement |
| CUFANM301A | Create 2D digital animations |
| ICAICT306A | Migrate to new technology |
| ICAD3218B | Create user documentation |
| ICAI3020B | Install and optimize operating system software |
| ICAT3025B | Run standard diagnostic tests |
| ICAU3004B | Apply occupational health and safety procedures |
| ICAS3031B | Provide advice to clients |
| ICAU3126B | Use advanced features of computer applications |
| ICAU3028B | Customize packaged software applications for clients |
| ICAS4127B | Support system software |
| ICAU3019A | Migrate to new technology |

- Program subject to change

Assessment

Vocational Education and Training assessment is competency based. This is a hands-on course with practical assessment.

Contribution to the VCE

On completion of Certificate III in Information Technology, students will receive two VCE units at 1-2 level and two units at 3-4 level. This will count as a 3-4 sequence. Students undertake a Scored Assessment contributing towards their ATAR.

Pathways

This program has pathways into Certificate IV in Information Technology and University courses.

Cost Guide

\$175 per year

Certificate II in Outdoor Recreation SIS20210

This course is auspiced by Belmont High School (RTO 22312)

Duration: This program is conducted over one year

Contact Person: Mr John McAndrew

Course Aims

This program will provide the students with specific skills and knowledge required to assist in the conduct of activities at outdoor recreation centres and camps.

Course Content

| | |
|-------------|---|
| Core | |
| HLTAID003 | Provide first aid* |
| SISOODR201A | Assist in conducting outdoor recreation sessions |
| SISOOPS201A | Minimise environmental impact |
| SISXEMR001 | Respond to emergency situations* |
| SISXIND101A | Work effectively in sport and recreation environments |
| SISOHS101A | Follow occupational health and safety practices |
| BSBWOR301 | Organise personal work priorities and development* |
| HLTWHS001 | Participate in workplace health and safety |
| ICTWEB201 | Use social media tools for collaboration and engagement* |
| Electives | |
| SISOBWG201A | Demonstrate bushwalking skills in a controlled environment |
| SISOCLA201A | Demonstrate top rope climbing skills on artificial surfaces |
| SISOFSH201A | Catch and handle fish |
| SISOFSH206A | Locate and attract fish |
| SISONAV201A | Demonstrate navigational skills in a controlled environment |
| SISOOPS202A | Use and maintain a temporary overnight site |
| SISOSRF201A | Demonstrate surf survival skills and self-rescue skills |
| SROSRF002A | Demonstrate basic controlled surfing manoeuvres |
| SISXCAI102A | Assist in preparing & conducting sport & recreation sessions |
| SISXFAC207 | Maintain sport, fitness and recreation equipment for activities |

- Program subject to change
- Additional Core Units undertaken as part of SIS30115 Certificate III in Sport and Recreation

Assessment

Vocational Education and Training assessment is competency based. This is a hands-on course with practical assessment.

Contribution to the VCE

On completion of Certificate II in Outdoor Recreation students will receive two VCE units at 1-2 level.

Pathways

This program has pathways into Certificate III in Sport and Recreation.

Cost Guide

Year - \$700

Fees cover all costs associated with the course

Certificate III in Sport and Recreation SIS30510

This course is auspiced by Belmont High School (RTO 22312)

Duration: This program is conducted over one year

Contact Person: Mr John McAndrew

Course Aims

This program will provide the students with specific skills and knowledge required to assist in the conduct of activities at outdoor recreation centres and camps. In order to enrol in this course students must have completed the Certificate II in Outdoor Recreation SIS20210.

Course Content

| | |
|-------------|---|
| SISSPT303A | Conduct basic warm up and cool down programs |
| SROODR302A | Plan outdoor recreation activities |
| SISXRES301A | Provide public education on the use of resources |
| SIS00PS304A | Plan for minimal environmental impact |
| SISXCCS201A | Provide customer service |
| ICAICT203A | Operate application software activities |
| SRXCAI303A | Plan and conduct sport/recreation sessions |
| SISXCAI306A | Facilitate groups |
| BSBWOR301A | Organise personal work priorities and development |
| SISOOPS306A | Interpret weather conditions in the field |
| SISXIND403A | Analyse participation patterns |
| SISXRSK301A | Undertake risk analysis of activities |

- Program subject to change

Assessment

Vocational Education and Training assessment is competency based. This is a hands-on course with practical assessment.

Contribution to the VCE

On completion of Certificate III in Sport & Recreation students will receive two VCE units at 3-4 level. This will count as a 3-4 sequence. Students undertake a Scored Assessment contributing towards the ATAR.

Pathways

This program has pathways into TAFE and University Outdoor Recreation, Fitness, Sport and Coaching courses.

Cost Guide

\$600

Fees cover all costs associated with the course.

Certificate II in Applied Language 22149VIC

***This course is auspiced by Ripponlea Institute (RTO 21230).**

Duration: This program is conducted over one year

Contact Person: Ms Lucy Vannata, Ms Antoinette Gregory, Ms Leanne Purdy

Course Aims

All students taking part in Year Ten Language will complete this course. The course prepares students for VCE Languages and Certificate III in Applied Language. The Certificate II in Applied Language maybe taken in Italian or Indonesian.

Course Content

Core Units

Conduct basic oral communication for social purposes in a language other than English

Conduct basic workplace oral communication in a language other than English

Read and write basic documents for social purposes in a language other than English

Read and write basic workplace documents

Assessment

Vocational Education and Training assessment is competency based. This is a hands-on course with practical assessment.

Contribution to the VCE

On completion of Certificate II in Applied Language, students will receive two VCE units at 1-2 level.

Pathways

This program has pathways into Certificate III in Applied Language.

It also prepares students fully for VCE Languages if they select that pathway.

- Program subject to change

Victorian Certificate of Applied Learning (VCAL)

The VCAL is an alternative hands-on option for Year 11 and 12 students to the VCE.

The VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. And like the VCE it is a recognised qualification.

The VCE is widely used by students as a pathway to university. Students who choose to do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school. If students start VCAL and then decide the VCE is the right option after all, it won't be too late to change courses. Any VCE units completed as part of a VCAL course will count towards VCE, should a student decide to transfer between certificate courses.

The VCAL's flexibility enables students to undertake a study program that suits their interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Specific Skills
- Industry Specific Skills
- Personal Development Skills

Strand 1 – Literacy and Numeracy Skills

A VCAL program must include literacy and numeracy subjects. These can be selected from VCE English and Maths.

Strand 2 – Industry Specific Skills

VCAL programs must include industry specific units from VET programs or VCE VET. However, students are not required to focus on, or complete, any single VET certificate. For example, students can choose to undertake various modules or units from a range of VET certificates to meet the VCAL requirements, and gain experience in a range of vocational areas. The range of VET options is extensive and includes automotive, engineering, building and construction, hospitality and retail, multimedia, IT, agriculture, horticulture, warehousing and hair and beauty.

Strand 3 – Work Related Skills

In order to develop 'employability' skills, VCAL gives students the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship. Students can also study units and modules that will help them prepare for work, for example, occupational health and safety or job interview skills.

Strand 4 – Personal Development Skills

As part of a VCAL program, participation in community-based programs and/or structured activities help develop team work skills, self confidence and other skills important to life and work.

If students are successful with their VCAL course they will receive a certificate and statement of results that details the areas of study completed. Students taking in the VCAL should have a vocational pathway in mind.

Enquires should be directed to Mr Darren Lynch, VCAL Manager.

School Based Apprenticeships (SBA's)

At Belmont High School students may take part in SBA's. SBA's combine:

- Year 10, VCE or VCAL studies
- Part-time employment
- Vocational training

The SBA may be integrated or not integrated into the school program.

A non-integrated SBA is where a student is employed part time **outside** school hours, takes part in vocational training both on the job and off the job, and attends school full time. This type of arrangement often occurs in the retail or hospitality industries.

An integrated SBA is where the part time employment may form part of the normal school day. The integrated SBA is suited to students who take part in the VCAL where structured workplace learning forms part of the certificate.

Students have taken part in School Based Apprenticeships in: Retail, Hospitality, Business, I.T., Fitness, Carpentry, Tourism, Travel, Hairdressing, Children's Services, Aged Care.

Students receive award wages and complete a nationally recognised certificate providing credit towards the student's VCE or VCAL. A partnership is formed between the school, the employer, the Training Provider and the student.

Enquiries regarding School Based Apprenticeships should be directed to Mr. Nick Masters.

Acceleration

Students at Belmont High School may accelerate in accordance with the Belmont High School Acceleration Policy. In accordance with the appropriate selection criteria students at Years 10 and 11 may undertake VCE units ahead of their current year level. Many students take advantage of this opportunity.

Acceleration Guidelines for Year 10 Students

In 2016, approximately 30% of the Year 10 students undertook a VCE Unit 1 & 2 study. A further 130 students took part in VET programs. The acceleration program provides additional academic opportunities for capable students allowing them to broaden their VCE and expanding the range of possible University pre-requisite studies. In completing additional VCE units a student has the opportunity of maximizing their ATAR required for University admission.

The decision to accelerate needs to be taken after careful consideration. There is the potential for increased workload, and for many students completing the corresponding Year 10 unit is necessary for VCE preparation.

We have found, however, that students who accelerate have increased motivation through being extended and challenged. Students have the opportunity to gain preliminary experience in the VCE, gain a 10% increment in the calculation of the student's ATAR when completing an additional Year 12 unit in Year 11. Students have a greater sense of ownership and control of their own learning – effective independent learners. Students' individual needs, abilities and interests must be catered for.

Students wishing to accelerate must:

- Complete an "Expression of Interest" form available from the Student Pathways Centre early in Term 3.
- Students will be individually counseled, for some acceleration is not appropriate.
- The form requires the approval of the student's current teacher of the subject the student wishes to accelerate in and the teacher of the VCE study. Parent approval is also required.
- Expressions of Interest are to be submitted to the Student Pathways Centre
- All Expressions of Interest to accelerate must be approved by "The Acceleration Panel" taking into consideration a student's academic ability, maturity, attitude, behavior, readiness, work habits, interest and time management skills.
- Student progress will be monitored.
- Students wishing to take part in VET programs must complete the VET application form.

Distance Education

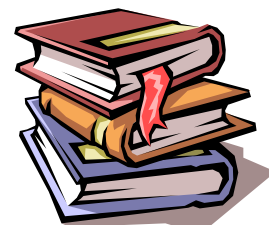
Students may undertake languages other than English not offered at Belmont High School through the Victorian School of Languages. Student must have a background in that language in order for the student to enroll. This may occur where a student has a family background in a particular language or may have past experience in studying that language.

In some instances student may wish to undertake a subject that is not on offer at Belmont High School or where very low numbers of students wishing to enroll in that subject mean that it cannot be run. The study may then be undertaken through Distance Education.

Victorian School of Languages

The Victorian School of Languages (VSL) Distance Education offers languages including:

| | | |
|--------------------------|------------|------------|
| <input type="checkbox"/> | French | Years 7-12 |
| <input type="checkbox"/> | German | Years 7-12 |
| <input type="checkbox"/> | Greek | Years 7-12 |
| <input type="checkbox"/> | Indonesian | Years 7-12 |
| <input type="checkbox"/> | Italian | Years 7-12 |
| <input type="checkbox"/> | Japanese | Years 7-12 |
| <input type="checkbox"/> | Latin | Years 7-12 |



Cost: \$160.00 per annum (indicative)

The VSL also offers face to face classes on a Saturday morning at Matthew Flinders Girls Secondary College and North Geelong Secondary College in a range of other languages. The Student Pathways Centre has details of these.

Distance Education Centre

The Distance Education Centre offers an extensive range of VCE subjects. A student may only undertake a subject via this study mode if the subject is not on offer at Belmont High School or where a timetable clash occurs.

Cost: \$150.00 (indicative)

The decision to undertake a study through Distance Education should be thought through very carefully. Students must be highly motivated and well organised.

Application forms and details are available from the Student Pathways Centre and application must be made through Belmont High School.

Enquiries to Mr Nick Masters.

Student Guide to Subject Selection

Year 10

The Year 10 program is designed to enable the students to exercise choice within the various disciplines. By ensuring students do study subjects from all disciplines the students are not excluded from any study in Year 11. The only variation is LOTE; students may elect not to study LOTE at Year 10. If a student does however wish to study LOTE in the VCE they must do LOTE in Year 10. It is an opportunity for students to begin a pathway to a career by electing to accelerate by taking part in a VCE study, doing VET or an SBA. Year 10 is an opportunity to start to exercise some choice and do more of the subjects where a student's strengths and abilities lie and less of what the students dislike.

In selecting subjects for Year 10 students should consider:

- What subjects do I enjoy?
- What subjects have I done well in?
- Do I wish to accelerate into a VCE study?
- Do I wish to take part in VET?
- What are my long term aims?
- What skills do I wish to build on?

In selecting subjects the subject teachers are the best source of advice regarding syllabus, assessment and pathways to Year 11 and 12. The Careers Adviser, Mr. Nick Masters can help you with information and the most appropriate choices if in doubt.

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YEAR 9, 2016 INTO YEAR 10, 2017

COURSE SELECTION GUIDELINES

COURSE SELECTION RULES

STUDENTS MUST FIRST SELECT: (Brackets = number of periods per fortnight)

Note: there are 60 periods in a fortnight

NOTE: a Unit = Semester

| Compulsory units from English and each of the Groups A – D | | | <i>Tick</i> |
|---|-----------|--|--------------------------|
| Minimum in each area | ➤ Group A | 2 units of English (9) | <input type="checkbox"/> |
| | ➤ Group B | 2 units of Mathematics (9) | <input type="checkbox"/> |
| | ➤ Group C | 2 units of Physical Education (4) 1 unit Health (5) | <input type="checkbox"/> |
| | ➤ Group D | 2 units of Science Core (5) | <input type="checkbox"/> |

THEN SELECT:

- **At least ONE 9 period combination of units from each of the Groups E – G:**
 - Group E Commerce / IT (9)
 - Group F Studies of Society and the Environment (9)
 - Group G The Arts (9)
- **At least ONE unit from:**
 - Group H Technology (6 or 5)
- **Students can select the remaining units from:**
 - Groups A – H
 - VCE Units 1 and/or 2
 - Vocational Education and Training (VET) programs
 - Languages, 2 units (Optional)

COURSE SELECTION PROCESS – YEAR 9 INTO 10, 2017

NOTE THAT WHEN THE YEAR 10 SELECTION BLOCKS FOR 2017 ARE FINALISED, YEAR 9 2016 STUDENTS WILL FOLLOW THESE STEPS:

- (a) Undertake a round of counseling.
- (b) Make final subject choices on the Year 9, 2016 into Year 10, 2017 Selection Form.
- (c) For students accelerating or taking part in VET, they will have already applied.
- (d) Complete the online selection.
- (e) All forms must be signed by parents or guardians.

Notes:

- Some subjects may not run depending upon numbers of students selecting that subject.
- Whilst subjects maybe offered in semester 1 and 2 this may vary on the final subject selection form.

Enquiries to: Mr. Nick Masters at the Student Pathways Centre.

| | | | |
|------------------------------------|--|--|--------------------|
| GROUP A | ENGLISH Acceleration Guidelines | Year 10 Students are not able to accelerate into Units 1 & 2 English | |
| Two Units Compulsory | | Pds/fn | Select from |
| English | | 9 | Full Year |
| | | Pds/fn | Select from |
| English as a Second Language (ESL) | | 9 | Full Year |

| | | | |
|-----------------------------|--|--|--------------------|
| GROUP B | MATHEMATICS Acceleration Guidelines | Year 10 Students are not able to accelerate into Foundation Mathematics or General Mathematics | |
| Two Units Compulsory | | Pds/fn | Select from |
| Advanced Mathematics | | 9 | Full Year |
| General Mathematics | | 9 | Full Year |
| Practical Mathematics | | 9 | Full Year |

| | | | |
|-----------------------|--------------------------------------|---------------|--------------------|
| GROUP C | HEALTH AND PHYSICAL EDUCATION | | |
| Compulsory | | Pds/fn | Select from |
| PE Core A | | 4 | Semester 1 |
| PE Core B | | 4 | Semester 2 |
| Health | | 5 | Semester 1 or 2 |
| Elective Units | | Pds/fn | Select from |
| First Aid | | 4 | Semester 1 or 2 |

| | | | |
|-----------------------------|--|--|--------------------|
| GROUP D | SCIENCE Acceleration Guidelines | For acceleration in a VCE Science Study, students must have successfully completed Year 9 Science showing a high level of ability. | |
| Two Units Compulsory | | Pds/fn | Select from |
| Science Core | | 5 | Full Year |
| Elective Units | | Pds/fn | Select from |
| Forensic Science | | 5 | Semester 1 or 2 |
| Introduction to Psychology | | 5 | Semester 1 or 2 |
| Environmental Science | | 4 | Semester 1 or 2 |
| Further Chemistry | | 4 | Semester 1 or 2 |

| | | | |
|-----------------------------|--|---------------|--------------------|
| GROUP E | COMMERCE / DIGITAL TECHNOLOGIES | | |
| Commerce | | Pds/fn | Select from |
| Teenagers and the Law | | 5 | Semester 1 or 2 |
| The World of Business | | 4 | Semester 1 or 2 |
| Money | | 5 | Semester 1 or 2 |
| Digital Technologies | | Pds/fn | Select from |
| IT Applications | | 5 | Semester 1 or 2 |
| Web Page Design | | 4 | Semester 1 or 2 |
| Computer Programming | | 4 | Semester 1 or 2 |

| | | | |
|---------------------------------|---|---------------|--------------------|
| GROUP F | STUDIES OF SOCIETY AND THE ENVIRONMENT | | |
| Geography | | Pds/fn | Select from |
| Geographies of Human Wellbeing | | 9 | Semester 1 or 2 |
| Environmental Change Management | | 9 | Semester 1 or 2 |
| History | | Pds/fn | Select from |
| History | | 9 | Semester 1 or 2 |

GROUP G THE ARTS Accelerated Guidelines

It is advisable for students wishing to accelerate into VCE Art to have successfully completed both Year 9 Art and Year 9 Painting and Drawing.

Music Performance: Acceleration into Music Performance Units 1 & 2 is recommended for Year 10 students with an AMEB (or equivalent) standard of Grade 4 or 5 for band instruments or 4 years experience for rock instruments. An audition is recommended. Students may then continue on to do Music Performance Units 3 & 4 and/or Music Solo Performance Units 3 & 4 in Years 11 & 12.

| Music | Pds/fn | Select from |
|---|---------------|---------------------|
| Music Performance Skills | 5 | Semester 1 or 2 |
| Rock Guitar | 5 | Semester 1 or 2 |
| Drama | Pds/fn | Select from |
| Drama | 6 | Semester 1 and/or 2 |
| Art/Visual Communication * | Pds/fn | Select from |
| <i>Students must select at least one 5 period unit and at least one 4 period unit if they are choosing from this subject area, e.g. 3D Art (5) and Printmaking (4)</i> | | |
| <i>Visual Communication Manual may only be selected once, either as a 5 or a 6 period subject.</i> | | |
| 3D Art | 5 or 6 | Semester 1 or 2 |
| Ceramics | 4 | Semester 1 or 2 |
| Art | | |
| Painting and Drawing | 5 | Semester 1 or 2 |
| Printmaking | 4 | Semester 1 or 2 |
| Visual Communication Manual | 5 or 6 | Semester 1 or 2 |
| Visual Communication Computer Graphics/Animation | 4 | Semester 1 or 2 |
| The Built Environment: A Design Approach | 6 | Semester 1 or 2 |
| Media Studies | 6 | Semester 1 or 2 |
| Photography | 4 | Semester 1 or 2 |

GROUP H TECHNOLOGY

| Technology | Pds/fn | Select from |
|---|---------------|--------------------|
| Food: Pathways to Year 11 Food Technology | 6 | Semester 1 or 2 |
| Metalwork | 6 | Semester 1 or 2 |
| Food: Special Occasions | 4 | Semester 1 or 2 |
| Woodwork | 5 or 6 | Semester 1 or 2 |
| Fibre | 6 | Semester 1 and 2 |
| Systems | 5 | Semester 1 or 2 |

LANGUAGES

| | Pds/fn | Select from |
|------------|---------------|--------------------|
| Italian | 9 | Full Year |
| Indonesian | 5 | Full Year |

VET COURSES

| | | |
|--|---|-----------|
| Certificate III in Interactive Digital Media | 6 | Full Year |
| Certificate III in Information Technology | 6 | Full Year |
| Certificate II in Outdoor Recreation | 6 | Full Year |
| Certificate III in Music | 6 | Full Year |
| Other VET Courses | 6 | Full Year |

Note: Number of periods may change slightly once subject selection is made

THE ARTS: Performing Arts

Drama

| | | | |
|-------------------------------|-----------------|-------------------------------|---|
| Compulsory / Elective: | Elective | Periods per fortnight: | 6 |
| Duration: | Semester | | |
| Unit Offered: | Semester 1 or 2 | | |
| Contact Person: | Ms K Mann | | |

The Drama course in **Semester One** involves improvisation, play building and play-writing which allow for the creation of an original theatre piece which will be performed for the TakeOver Program at GPAC. This involves a number of schools within the Geelong area performing a self-devised piece. Work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management and sound and lighting. Increasingly, students use new technologies such as digital FX and multimedia. There are 3 excursions involving workshops to the Geelong Performing Arts Centre.

The Drama course in **Semester Two** also has a strong performance base, complimented with a focus on the 'process' of performance as well as the creation of a polished end product. The creation of a series of shorter dramatic statements, exploring the way humour works and how it operates in drama will be used in the creation of a group devised performance.

Levy: Semester 1 \$15 (there will be an extra \$30 charge for GPAC 'Take Over' registration), Semester 2 \$15

Music Performance Skills

| | | | |
|-------------------------------|--------------------------|-------------------------------|---|
| Compulsory / Elective: | Elective | Periods per fortnight: | 5 |
| Duration: | Semester 1 or 2 | | |
| Contact Person: | Ms L Morton, Ms A Linton | | |

Course Aims

This course is designed to prepare students for VCE Music Units 1 and 2. Students will explore a variety of areas in preparation for performance on their chosen instrument. Playing an instrument or singing is a requirement to undertake this course.

Course Content

- Assignments include undertaking a detailed investigation of the students own instrument, and song analysis using the elements of music
- Analysis of various interpretations of solo performances
- Investigation factors that contribute to performance, nerves, acoustics, equipment and venues
- Creative organization tasks, including the use of Music specific computer programs
- Solo and Group performance presentations in class
- Development of aural and theory skills and maintaining a Listening journal

Assessment

Assessment for the course will be by:

- Song Analysis Assignments
- Listening Journal
- Solo and Group Performances
- Aural and theory tests



Rock Guitar

Compulsory / Elective:

Elective

Duration:

Semester 1 or 2

Contact Person:

Ms L Morton, Ms A Linton

Periods per fortnight: 5

Course Aims

Following on from the Year 9 Guitar Elective, students will have the opportunity to play guitar in a variety of contemporary styles. While it is assumed that students who undertake this course have completed the Year 9 Guitar course, this is not a prerequisite. Students with a passion for music and the dedication to undertake a practical based subject may undertake this course.

Course Content

- Basic and Intermediate Guitar Playing Skills
- TAB and Power Chord Reading
- Guitar history, development and techniques
- Maintaining a Listening Journal
- Solo and Group Performance
- Performance demonstrating a variety of Guitar Techniques
- Performing with Backing Tracks
- Song Writing

Assessment

Assessment for this course will be by:

- Solo and Group Performance
- Class Participation
- Song Analysis Report Written and Oral
- Listening Journal



THE ARTS: Visual Arts

Art (2D)

Compulsory / Elective:

Duration:

Unit Offered:

Contact Person:

Elective

Semester

Semester 1 or 2

Ms K Zahra

Periods per fortnight: 5

Course Aims

- Students explore the aesthetic potential of painting and drawing to express their ideas
- Students will further their understanding of art analysis and historical and cultural context through the study of their own and others' artworks.

Course Content

CREATING & MAKING:

Students will produce a sketchbook that consists of developmental work. The developmental work includes:

- a collection of resource material
- preliminary sketches
- refined drawings and exploration of techniques

This developmental work will lead to the completion of a final painting and/or drawing.

EXPLORING & RESPONDING:

Relevant written work pertaining to art criticism and aesthetics.

Assessment

Both Creating/Making and Exploring/Responding will be separately assessed and reported.

Cost: \$10 Levy



Printmaking (2D)

| | | |
|-------------------------------|-----------------|---------------------------------|
| Compulsory / Elective: | Elective | Periods per fortnight: 4 |
| Duration: | Semester | |
| Unit Offered: | Semester 1 or 2 | |
| Contact Person: | Ms K Zahra | |

Course Aims

- Students explore the aesthetic potential of printmaking to express their ideas
- Students will further their understanding of art analysis and historical and cultural context through the study of the artworks of others.

Course Content

CREATING & MAKING:

Students will produce a sketchbook that consists of developmental work. The developmental work includes:

- a collection of resource material
- preliminary sketches
- refined drawings and exploration of techniques

This work will lead to a series of prints - investigating stenciling, mono-prints, screen prints, intaglio and relief printmaking techniques.

EXPLORING & RESPONDING:

Relevant written work pertaining to art criticism and aesthetics.

Assessment

Both Creating/Making and Exploring/Responding will be separately assessed and reported.

Cost: \$15 Levy

3D Art

| | | |
|-------------------------------|-----------------|---------------------------------|
| Compulsory / Elective: | Elective | Periods per fortnight: 6 |
| Duration: | Semester | |
| Unit Offered: | Semester 1 or 2 | |
| Contact Person: | Ms K Zahra | |

Course Aims

- To extend student knowledge of mixed media, the students will be given the opportunity to practice various techniques to enable them to make 3D pieces.
- Students will further their understanding of art analysis and historical and cultural context through the study of the artworks of others.

Course Content

CREATING & MAKING:

Students will produce a workbook that consists of developmental work that includes:

- a collection of resource material
- preliminary sketches
- exploration of techniques

This work will lead to the completion of 3D artworks.

EXPLORING & RESPONDING:

Relevant written work pertaining to art criticism and aesthetics

Assessment

Both Creating/Making and Exploring/Responding will be separately assessed and reported.

Cost: \$15 Levy

Ceramics (3D)

| | | |
|-------------------------------|-----------------|---------------------------------|
| Compulsory / Elective: | Elective | Periods per fortnight: 4 |
| Duration: | Semester | |
| Unit Offered: | Semester 1 or 2 | |
| Contact Person: | Ms J Stevens | |

Course Aims

- To extend student knowledge of clay, the students will be given the opportunity to practice various techniques to enable them to make functional ceramic pieces and a 3D bust.
- Students will further their understanding of art analysis and historical and cultural context through the study of the artworks of others.

Course Content

CREATING & MAKING:

Students will produce a workbook that consists of developmental work that includes:

- a collection of resource material
- preliminary sketches
- exploration of techniques

This work will lead to the completion of functional ceramic pieces.

EXPLORING & RESPONDING:

Relevant written work pertaining to art criticism and aesthetics

Assessment

Both Creating/Making and Exploring/Responding will be separately assessed and reported.

Cost: \$15 Levy

The Built Environment: A Design Approach

| | | |
|-------------------------------|-----------------|---------------------------------|
| Compulsory / Elective: | Elective | Periods per fortnight: 6 |
| Duration: | Semester | |
| Unit Offered: | Semester 1 or 2 | |
| Contact Person: | Ms J Stevens | |

Course Aims

- For students to complete different design briefs by following appropriate processes.
- For students to analyse and evaluate completed briefs and how these briefs compare with different client needs.

Course Content

CREATING & MAKING:

- Centres on specific design briefs and meeting clients' needs for:
 - > Room interiors
 - > Garden Exteriors
 - > Hideways

EXPLORING & RESPONDING:

- Discussion and written exercises on completed design approaches
- Influences on building styles
- Discussion of different cultural approaches.

Assessment

- Unit 1: Interior
 - Portfolio
 - Self-Evaluation
- Unit 2: Exterior
 - Design Brief
 - Portfolio
 - Self-Evaluation

Photography: Introduction to Photography

Compulsory / Elective:

Duration:

Unit Offered:

Contact Person:

Elective
Semester
Semester 1 or 2
Mr P Stockton

Periods per fortnight: 4

Course Aims

This course is designed to give students an introduction to digital photography and their use in society, through a combination of practical and theoretical tasks.

Course Content

- Explore a range of photographic concepts and techniques through the use of quality digital cameras
- Using Photoshop as a digital darkroom to improve and manipulate images
- Produce a series of photos that are theme based
- A short assignment.

NB: Students doing this course will have a \$10.00 levy to pay for printing costs and day excursions (price subject to change).

Assessment

- Assignment work
- Presentation of work.

Visual Communication: Computer Graphics/Animation

Compulsory / Elective:

Duration:

Unit Offered:

Contact Person:

Elective
Semester
Semester 1 or 2
Mr P Stockton

Periods per fortnight: 4

Course Aims

Students will use a variety of software such as Illustrator CS5 and Photoshop CS5 to develop skills and techniques used in design practices. The application of these skills will be practically applied to set designs for animation projects.

Course Content

- Production of set designs
- Examine a range of animation techniques
- Production of a claymation film that has sound effects, titles and credits

Assessment

- Completion of design and set tasks
- Production of animation projects

Visual Communication: Manual

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 5 or 6

Unit Offered:

Semester 1 or 2

Contact Person:

Mr A Hambling

NOTE: Students may only select Visual Communication: Manual once, either as a 5 period or 6 period subject.

Course Aims

- Students explore and convey ideas using a visual communication production process.
- Students will develop skills in both conventional and creative graphics.
- Students will further their understanding of visual communications, historical and cultural context through the study of designs of others.

Course Content

CREATING & MAKING:

Students will produce a folio consisting of developmental work including:

- Symbols
- Orthogonal, Paraline and Perspective drawings
- Diagrams
- Maps
- Package designs.



EXPLORING & RESPONDING:

Students develop relevant written work to evaluate the aesthetic qualities of visual communications and analyse its role in different cultures.

Assessment

Both Creating/Making and Exploring/Responding will be separately assessed and reported.

Media Studies – Film Narrative Study

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 6

Unit Offered:

Semester 1 or 2

Contact Person:

Ms F Hergstrom

Course Aims

To introduce students to Media Studies through film and television analysis. This course will serve as a precursor to the study of film narrative and television drama in Years 11 and 12.

Course Content

1. *Film narrative* – The class will examine the production and story elements involved in creating film noir and other genres. It is anticipated the class will examine up to five films in substantial detail during the unit. Story elements include script writing, plot development and the use of such techniques as flashback. Production elements include lighting, location, acting, camera angles and much more.
2. *Television drama* – Through this medium students will examine the impact of television drama on social values. They will focus on issues highlighted in several television dramas and, specifically, look at the way this medium employs stereotype. Students will develop an understanding of their values, how they are formed and how television drama either affirms or challenges these values.

Assessment

- Scriptwriting
- Essay
- Short answer
- Discussion
- Oral performance

Desirable Prerequisites

A willingness to learn about film and television along with a hard-working attitude and a desire to achieve your potential.

DESIGN, CREATIVITY & TECHNOLOGY

METALWORK

Compulsory / Elective:

Duration:

Unit Offered:

Contact Person:

Elective

Semester

Semester 1 or 2

Mr P Vernon, Mr S Webb

Periods per fortnight: 6

Course Aims

- Students explore a range of factors that affect product design and technological innovation.
- Students develop an understanding of materials and processes and their suitable applications.
- Students develop an understanding of the correct and safe use of a range of tools, equipment and machines.

Dimensions

Standards in the Design, Creativity and Technology domain are organized in three dimensions:

- investigating and designing;
- producing;
- analysing and evaluating

Course Content

- This course is designed to cater for both boys and girls.
- Students will use a variety of tools and equipment to design and construct three dimensional products from metal and related materials.
- Students develop design briefs to create products, i.e.
 - sheetmetal storage model
 - mild steel forging model using different joining and welding techniques
 - metal lathe model
 - own design (negotiated)

(Students are expected to purchase, or reimburse the school for materials used in the production of their project).

Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to the dimensions of: (i) investigating and designing; (ii) producing; (iii) analysing and evaluating.

Homework expectations

Completion of activities related to investigation, design and evaluation.

WOODWORK

| | | | |
|-------------------------------|-----------------|-------------------------------|--------|
| Compulsory / Elective: | Elective | Periods per fortnight: | 5 or 6 |
| Duration: | Semester | | |
| Unit Offered: | Semester 1 or 2 | | |
| Contact Person: | Mr P Vernon | | |

Course Aims

- Students explore a range of factors that affect product design and technological innovation.
- Students develop an understanding of materials and processes and their suitable applications.
- Students develop an understanding of the correct and safe use of a range of tools, equipment and machines.

Dimensions

Standards in the design, creativity and technology domain are organised in three dimensions:

- investigating and designing;
- producing;
- analysing and evaluating.

Course Content

- This course is designed to cater for both boys and girls.
- Students will use a variety of tools and equipment to design and construct three dimensional products from wood and related materials.
- Students develop design briefs to create products, i.e.
 - storage/shelving model
 - wood lathe model
 - motion theme model
 - own design (negotiated)

(Students are expected to purchase, or reimburse the school for materials used in the production of their project).

Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to the dimensions of: (i) investigating and designing; (ii) producing; (iii) analyzing and evaluating.

Homework expectations

Completion of activities related to investigation, design and evaluation.

Fibre

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 6

Unit Offered:

Semester 1 and/or 2

Contact Person:

Ms B Donald

Course Aims

An introductory course in basic fashion design with an emphasis on creating a “Garment for Catwalk”. Learning fabric manipulation techniques, fashion illustration, resourcing design inspiration, and production methods.

Course Content

Students will produce a folio of work that applies the three dimensions:

1. Investigating and designing
2. Producing
3. Analysing and evaluating.

- a completed folio outlining the design and development of the Catwalk Garment including:
- design brief, client profile and mood board
research pages, visualisations and design options
- production timeline and evaluation.
- a completed garment

Assessment

The folio, completed garment will all be assessed and reported.

FOOD: Pathways to Year 11 Food Technology

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 6

Unit Offered:

Semester 1 or 2

Contact Person:

Ms E Cave

Course Aims

Students are given the opportunity to begin the process of linking the theory of food with hands on work. The recipes incorporate a broad range of food preparation processes and cooking techniques allowing students to be involved in decision making, planning, design folio preparation and practical skill development. This course will provide students with the necessary skills to continue into VCE Food Technology.

Course Content

Students will

1. Investigate and design
2. Produce and
3. Analyse and evaluate, using foods applicable to everyday living.
 - “Fit for Life” foods
 - Meal planning and preparation
 - Food from other cultures
 - Cakes and Desserts



Semester Cost: \$72

Semester long subject fee payments are due by week six of Term 1 (Semester 1), or week six of Term 3 (Semester 2)

Assessment

Assessment is based on Practical skills, Two Design Folio's and Evaluation criteria.

FOOD: Advanced Skills in designing and preparing food for Special Occasions

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 4

Unit Offered:

Semester 1 or 2

Contact Person:

Ms M Sayers / Ms E Cave

Course Aims

Students will further develop their skills by experiencing the preparation and presentation of food for special occasions. This will be achieved by using a variety of processes, the safe use of a range of tools and equipment and food products.

Course Content

Students will

1. Investigate and design
2. Produce
3. Analyse and evaluate, using foods suitable for special occasions:
 - Finger Food
 - Special Occasion dinner, lunch and dessert preparation
 - Design Folio Preparation



Semester Cost: \$65.00

Semester long subject fee payments are due by week six of Term 1 (Semester 1), or week six of Term 3 (Semester 2)

Assessment

Assessment is based on the three dimensions of the technological process.

Food Technology subject fees year 10. Semester long subject fee payments are due by week six of term one (semester one), or week six of term three (semester two).

ENGLISH

English

Compulsory / Elective:

Duration:

Contact Person:

Compulsory

Full Year Course

Mrs B Daff

Periods per fortnight: 9

Course Aims

- Students will study and respond critically to texts created for a wide range of purposes and audiences.
- Students will read classic, contemporary and popular literary texts, media and multimedia texts and develop more critical and analytic ways of reading and responding to them. Students will use a vocabulary to talk explicitly about the style and tone of a text. Students will analyse how different texts are likely to be interpreted by different groups, and why.
- Students will be able to speak in a variety of formal and informal situations, exploring different perspectives on complex ideas and issues. They will make informed judgments about the most effective way to engage an audience. They will listen critically and examine the subtle ways in which spoken language influences audiences.

Course Content

Students study a number of print and non-print texts. They focus on set texts. Responses will require students to look at issues and themes raised in these texts. Each student will keep their work in a well organized workbook.

Students will develop their skills in a range of writing styles and strategies using samples, discussion, drafting and work shopping. They will be taught the elements of written English appropriate to this level and will review basic skills as required. Year 10 students are expected to be aware of the need for precision in their work and be able to achieve error-free writing as a result of the drafting and editing process.

Speaking and listening skills will be components of many activities involving texts and writing. They will also be developed as a set of skills essential to effective participation in work and the community.

These activities reflect the requirements of the Australian Curriculum Standards and will develop skills essential for VCE studies.

Assessment

Assessment of student performance is carried out over many different types of tasks at frequent intervals. Assessment may be by short answer activities, detailed written responses, oral responses, teacher observation, self assessment, group work, peer assessment or projects.

Year 10 English Language Centre Courses

Compulsory / Elective:

Duration:

Contact Person:

Compulsory

Full Year Course

Mr A Williams

Periods per fortnight: 9

Course Aims

The English Language Centre offers courses in intensive English for newly arrived International and ESL students. Students are assessed and placed in appropriate ELICOS (English Language Intensive Courses for Overseas Students) groupings. Students are offered 2 lines of ESL and most students stay in the Language Centre for at least a semester. The intention is to provide students with the skills they will need to undertake VCE studies.

Course Content

Courses are topic based and delivered through a student-centered teaching approach. Reinforcement occurs through pair work and group work. The English courses consist of exercises in the four macro skills – Speaking, Listening, Reading and Writing. Students are also taught Study Skills to prepare them for study in an Australian school and undertake exercises to assist in cultural acclimatisation. Students undertake tasks similar to those undertaken in years 11 and 12 but at a lower level of English, including textual study

Assessment

Students are given end-of-unit tests, vocabulary tests and there are key assessment tasks for each semester. These include essay writing about texts studied, oral presentations, espousing a point of view about issues in the media and completion of other short tasks in class. Ideally students should attain Advanced level ELICOS in order to proceed into year 11.

HEALTH AND PHYSICAL EDUCATION

First Aid

| | | | |
|-------------------------------|-----------------|-------------------------------|---|
| Compulsory / Elective: | Elective | Periods per fortnight: | 4 |
| Duration: | Semester | | |
| Unit Offered: | Semester 1 or 2 | | |
| Contact Person: | Mr T Bell | | |

Course Aims

To develop the necessary skills and knowledge needed to respond to a medical emergency with the goal of saving lives, reducing pain and injury until qualified medical help takes over.

Course Content

- Patient assessment (DRSABCD)
- Appropriate responses and management for anaphylactic reactions, wounds, environmental conditions, poisoning, burns, asthma, heart conditions, soft tissue injuries, hard tissue injuries, stroke, bites, stings and choking
- Body systems
- Risk management practices linked to an adventure activity in the Geelong region
- Film study (127 hours)

Assessment

- Apply first aid certificate
- Patient assessment
- Presentation of chosen condition/injury
- Risk management documentation

Levy - \$110

- Apply first aid course (\$80)
- Adventure activity (\$30)

Physical Education Core

| | | | |
|-------------------------------|-----------------------|-------------------------------|---|
| Compulsory / Elective: | Compulsory | Periods per fortnight: | 4 |
| Duration: | Semester | | |
| Unit Offered: | Core - Semester 1 & 2 | | |
| Contact Person: | Mr T Buchanan-Huhn | | |

All students study Physical Education as a core subject in Year 10.

The course is structured using the Australian Curriculum as a guide for learning and assessment activities.

Course Content

The course covers;

- **Body Systems** – students explore workings of human body. They look in detail at the muscular, skeletal and cardio-respiratory systems.
- Participation in a **variety of physical activities** with the focus upon participation and healthy lifestyle activity patterns for lifelong learning
- **Biomechanics** – students understand the basic principles of Biomechanics
- **Coaching** – students devise, implement and refine strategies demonstrating leadership and collaboration skills when in groups or teams through a variety of sports
- **Self Defence** – students undertake a session in the basics of self defence

Assessment

- **Practical** – Students are required to participate in all practical sessions; strategic planning, coaching cooperation, skills fitness & safety.
- **Theory** – theory classes will **held regularly** throughout the semester to support the practical sessions. For example some activities may include; PowerPoint presentation, brochures, laboratory reports, and other forms of formative worksheets.

Guest speakers may also be engaged to instruct the students in class time.

Health

| | | | |
|-------------------------------|---------------|-------------------------------|---|
| Compulsory / Elective: | Compulsory | Periods per fortnight: | 5 |
| Duration: | Semester | | |
| Unit Offered: | Semester 1 &2 | | |
| Contact Person: | Ms S McDonald | | |

All students study Health as a core subject in Year 10. The course is structured using the Australian Curriculum as a guide for learning and assessment activities.

Course Content

The course covers:

1. **Traffic Safety** – students examine the perceptions of risk and safety when behind the wheel. They learn to use simple health data relating to traffic safety and look at strategies and preventative programs such as the 'TAC Advertisements' to promote the health of young people.
2. **Mental Illness** – students examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs. They consider the stigma of mental illness as well as the challenges for those with a mental illness and for those caring for them.
3. **Relationships** – students discuss relationships and how the different aspects of relationships vary between people and over time. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about the community services available to assist.

Assessment

Assessment covers a range of activities including: written personal reflection, written tests (including: multiple choice and short answer questions), posters, film clips, PowerPoint presentations, brochures and written reports. Students are instructed to use reputable websites when researching specific topics. Guest speakers may also be engaged to instruct the students in class time.

LANGUAGES

Indonesian

Compulsory / Elective:

Duration:

Contact Person:

Elective

Full Year Course

Ms F Cologni

Periods per fortnight: 9

Course Aims

In Year 10 the students are working towards completing units of work which focus on the communicative approach in speaking and listening while in writing more text types are modelled and practised. At the end of Year 10, the student communicate fluently both orally and in writing in all the topics which have been explored during the course of the year. The students will also be familiar with the grammatical patterns which are part of the language and need to be able to apply them consistently while communicating.

Course Content

Communicating in Indonesian:

The approach is topical and students expand their language acquisition through the study of selected topics. The topics for year 10 are:

- The healthcare system
- City and village life (and comparisons with Australian lifestyles)
- The Exchange student
- The Workplace

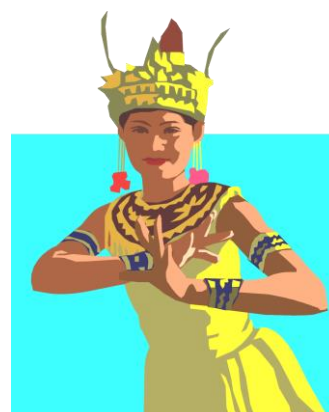
The main text types which the students will work on are: conversation and discussion, report reading and writing, reviews, itineraries, brochures, invitations, poster, short story and packaging.

Assessment

- Group and activity participation,
- Peer and teacher assessment for presentations,
- Minor assignments, including competency practice,
- Set Competencies

Assessment

All Year Ten Indonesian students will take part in the Certificate II in Applied Language, Vocational Education and Training assessment is competency based. On completion of Certificate II in Applied Language, students will receive two VCE units at 1-2 level. This program has pathways into VCE Indonesian or Certificate III in Applied Language.



Italian

Compulsory / Elective:

Duration:

Contact Person:

Elective

Full Year Course

Ms A Gregory/Ms L Vannata

Periods per fortnight: 9

Course Aims

In Year 10 the students are working towards completing units of work which focus on the communicative approach in speaking and listening while in writing more text types are modelled and practised. At the end of Year 10, the students need to be able to communicate fluently both orally and in writing in all the topics, which have been explored during the course of the year. The students need also to be familiar with the grammatical patterns which are part of the language and need to be able to apply them consistently while communicating.

Course Content

Communicating in Italian:

The approach is topical and students expand their language acquisition through the study of selected topics. The topics for year 10 are:

- Likes and Dislikes
- The Environment
- Sport
- Food
- Fashion
- Cities
- The Exchange student
- The Workplace



The main text types which the students will work at are: conversation and discussion, report, review, itinerary, brochure, poster, short story.

Intercultural Knowledge

The aim of this dimension of Languages is to enable the students to work towards reaching “the third place” (A.Liddicoat, University of South Australia), that is, an intercultural perspective in which learners come to understand themselves in relation to the language and the culture they are acquiring.

The students will work at a cultural/linguistic project throughout the year. They will explore some of the main cities in the world and create a presentation on this topic.

Language awareness

This includes all the activities and exercises aimed at developing awareness and understanding of the Italian language as a system, in its own and in relation to the English language, Australian variety, spoken as a native tongue. By the end of Year 10 students will have mastered most of the grammatical rules of the Italian language; they will have become proficient in the use of irregular verbs (as well as regular) in the main tenses and moods; they will have achieved the ability to self correct their written output texts while their spoken language will be fluent and automatic.

Interdisciplinary Learning Domains

Interdisciplinary Learning Domains like: Design, Creativity and Technology; ICT and Thinking; Music are important components of the Languages Course at all times.

Linguistic and Cultural Exchanges

In year ten students might participate in cultural and linguistic exchanges with Italy. These exchanges might include: a trip to Italy organised in the same way as the Year 9 trip; individual home stays in the cities of Milan or Udine in Northern Italy; Language camps in Victoria.

Assessment

All Year Ten Italian students will take part in the Certificate II in Applied Language, Vocational Education and Training assessment is competency based. On completion of Certificate II in Applied Language, students will receive two VCE units at 1-2 level. This program has pathways into VCE Italian or Certificate III in Applied Language.

MATHEMATICS

Unit Structure for Year 10 Mathematics

Separate mathematics pathways are provided for Year 10. These pathways are designed to meet the expected needs of different students in relation to the next three years in mathematics. The most **common** pathways are:

PATHWAY ONE

For students wanting to complete studies in Specialist Mathematics **and** Mathematical Methods in Year 12. This pathway is applicable for students wanting to study, e.g. Engineering or Actuarial Studies.

PATHWAY: Year 9 Advanced Mathematics; Year 10 Advanced Mathematics; Year 11 Mathematical Methods and Specialist Mathematics; Year 12 Mathematical Methods and Specialist Mathematics.

PATHWAY TWO

For students wanting to complete studies in Mathematical Methods only in Year 12. This pathway is applicable for students wanting to study most Science and Commerce courses at University.

PATHWAY: Year 9 Advanced Mathematics, Year 10 Advanced Mathematics, Year 11 Mathematical Methods (and Year 11 Specialist Mathematics an advantage); Year 12 Mathematical Methods.

PATHWAY THREE

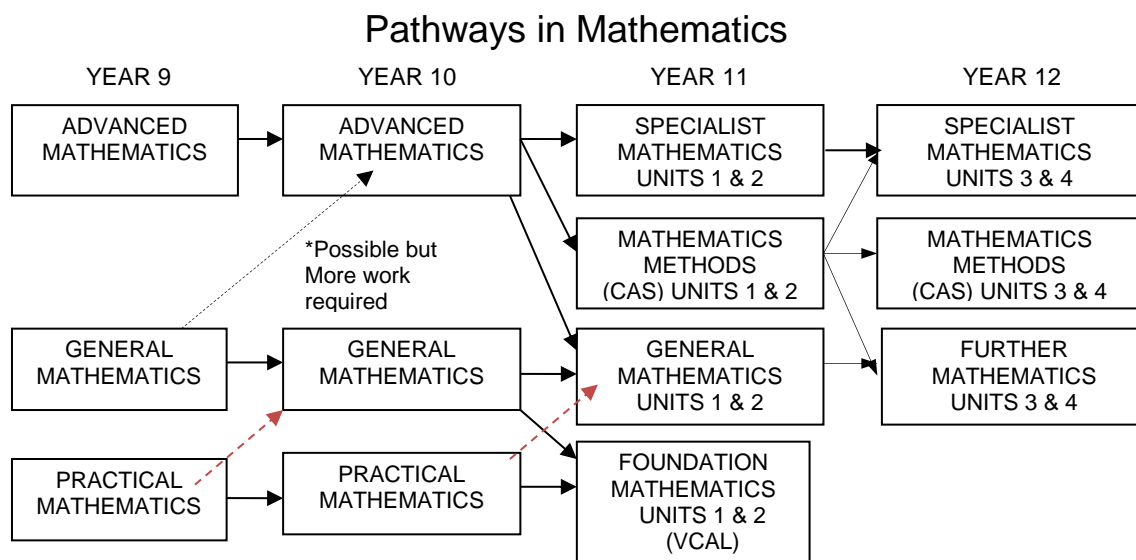
For students wanting to complete studies in Further Mathematics in Year 12. This pathway is applicable for students wanting to complete a Mathematics in Year 12, e.g. Nursing, Business Studies.

PATHWAY: Year 9 General or Advanced, Year 10 General or Advanced; Year 11 General Mathematics; Year 12 Further Mathematics.

PATHWAY FOUR

For students not wishing to do Year 12 Mathematics, but wanting to complete Mathematics at Year 11.

PATHWAY: Year 9 Practical or General Mathematics; Year 10 Practical or General Mathematics; Year 11 Foundation Mathematics or General Mathematics.



ADVICE ON COURSE SELECTION

Course selection should be decided in consultation with careers teachers, parents and the current Mathematics teacher based on the student's mathematical ability, needs and aspirations. Students need to keep their options open, but be realistic in their choices. Pathways may be changed during or at the end of a unit subject to suitable placement being available.

Advanced Mathematics

Compulsory / Elective:

Duration:

Contact Person:

Compulsory

Full Year

Mrs S Morse, Mr P Dann,
Mr J Stewart, Mr D Kasperovic
Mrs A Sokolov, Mrs L Adams

Periods per fortnight: 9

Course Aims

This Course is designed for students who **intend** to undertake Mathematical Methods and/or Specialist Mathematics in VCE.

Course Content

- ALGEBRA: Expanding and Factorising
Expansions - two and three factors
Factorising - common factors, difference of two squares, perfect squares, trinomials, grouping, completing the square
Algebraic Fractions
- PROBABILITY: Multiple Events, Venn Diagrams, Mutually Exclusive and Independent Events, Tree Diagrams, Odds and Gambling
- LINEAR ALGEBRA AND GRAPHS: Linear and Literal Equations, Transposition and Substitution in Formulae, Linear Inequations, Linear Graphs, Simultaneous Linear Equations
- GEOMETRY: Circle Geometry, Similar Triangles and Congruence
- STATISTICS: Graphs and tables and calculations of Univariate Data
- TRIGONOMETRY: Trigonometric Ratios, Applications to Right Angled Triangles, Elevation and Depression, Bearings, 3D Applications, Unit Circle Properties and Relations, Radian Measure, Pythagorean Identity.
- EXPONENTIALS AND LOGARITHMS: Index Laws, Negative Powers, Fractional Powers and Surds, Index Equations, Exponential Functions and Graphs, Logarithmic Form and Laws, Log Equations
- QUADRATIC EQUATIONS AND GRAPHS:
Solution of Quadratic Equations by Factorisation and Formula, Applications
Sketching Quadratic Graphs using Transformations, finding Intercepts and Turning Points.
- VARIATION: Identifying Relationships between Variables, Direct, Inverse and Joint Variation.

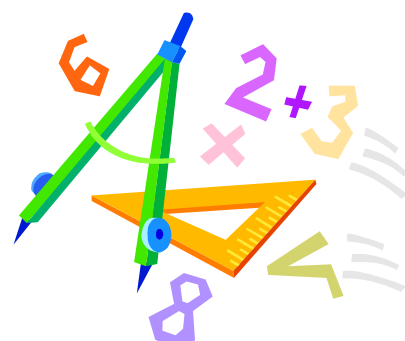
Assessment

Skills practice and standard applications will be assessed by topic tests and/or summary sheets and/or assignments and an end of year exam. Investigations, problem solving or modelling tasks will assess mathematics skills in unfamiliar situations. Most assessments will be completed in class.

Homework Expectations

Mathematics is learnt through repeated practice of examples done in class. As such, students are expected to do homework a **minimum** of four times per week to complete, consolidate and review class work.

It is expected that students have a Casio ClassPad 330 CAS calculator. Students continuing to VCE Mathematics (except Foundation Mathematics) will be expected to have one. These will be available for purchase from the school.



General Mathematics

Compulsory / Elective:

Duration:

Contact Person:

Compulsory

Full Year

Mr P Dann, Mrs S Morse

Mr J Stewart, Mr R O'Callaghan

Periods per fortnight: 9

Course Aims

This unit is designed for students intending to undertake General Mathematics or Foundation Mathematics in the first year of VCE.

Course Content

- ALGEBRA: Linear equations, simultaneous equations, Break Even Analysis, problem solving, graphs, solution of quadratic equations, factorization, interpretation of non-linear graphs.
- FINANCIAL ARITHMETIC: Simple and compound interest; buying on credit; income tax; depreciation
- MEASUREMENT: surface area and volume.
- GEOMETRY: circle, arcs and angle features polygon angle properties.
- PROBABILITY: simulations, experiments and theoretical probability.
- STATISTICS: Graphs and tables and calculations of Univariate Data

Assessment

Skills practice and standard applications will be assessed by topic tests and/or summary sheets and/or assignments. Projects, problem solving or modelling tasks will assess mathematical skill in unfamiliar situations. Most assessment will be completed in class.

Students continuing to VCE Mathematics (except Foundation Mathematics) will be expected to have a Casio ClassPad 330 CAS calculator. These will be available for purchase from the school.

Practical Mathematics

Compulsory / Elective:

Duration:

Contact Person:

Compulsory

Full Year

Mrs. S Morse, Mr J Stewart

Mrs D Matthews, Mrs S Visser

Mr D Kasperovic

Periods per fortnight: 9

Course Aims

This unit is designed for students who intend to take Foundation Mathematics or no Mathematics at Year 11.

Course Content

- STATISTICS: Graphs and tables and calculations of Univariate Data
- GEOMETRY: Angles between parallel lines, angles in triangles, angles of polygon.
- MEASUREMENT: Pythagoras Theorem, Perimeters, Areas, and Volumes of shapes and solids
- PERCENTAGES: Basic calculations
- ALGEBRA: Substitution into formulae.
- TRIGONOMETRY: Use of sin, cos, and tan to find lengths of sides and angles in right angled triangles
- NUMBER: Ratio; rates; basic real applications of ratio and proportion; direct, inverse and joint variation
- PROBABILITY: Experimental and realistic situations; gambling; odds
- FINANCIAL ARITHMETIC: Simple and compound interest; buying on credit; income tax; depreciation
- ALGEBRA: Solving linear equations.

Assessment

Skills practice and standard applications will be assessed by topic tests and/or summary sheets and/or assignments. Projects, problem solving or modelling tasks will assess mathematical skills in unfamiliar situations. Most assessment will be completed in class time.

Students studying Practical Mathematics will be expected to have a Scientific Calculator (as used in Years 7-9).

SCIENCE

Further Chemistry

Compulsory / Elective:

Duration:

Unit Offered:

Contact Person:

Elective

Semester

Semester 1 or 2

Mr R Stott

Periods per fortnight: 4

Course Aims

Further Chemistry is aimed at students considering continuing in at least one of the VCE Science subjects and especially to prepare students for VCE Chemistry.

It aims to build understanding of the theoretical aspects of Chemistry and to improve student's practical skills.

Course Content

Two areas of study

- The language of Chemistry.
- Using chemical reactions.

Students will learn how the atomic structure and properties of elements are used to organise them in the Periodic Table. They will learn how chemical reactions are used to create a wide range of materials.

Assessment

A variety of tasks including practical reports, assignments, topic tests and exams.

The CATS will cover designing practical investigation and describing chemical reactions using equations and formulae.

Environmental Science

Compulsory / Elective:

Duration:

Unit Offered:

Contact Person:

Elective

Semester

Semester 1 or 2

Mr R Stott

Periods per fortnight: 4

Course Aims

Marine and Environmental Science investigates a variety of aspects of the marine and coastal environment, including marine biology, wave action and tides, and human impacts on the environment.

Students will learn that the marine environment is part of a system. Cycles occur within the system. Human influence is having a major effect of the marine and global environment. Understanding the environment can lead to knowledge of its 'health'.

Course Content

Two areas of study:

- The Marine Environment – habitats; marine animals and plants; coastlines (sand movements, wave structure, tides, weather)
- Management and Conservation – water quality testing; human impacts, sustainable fishing. (pollution, coastal development, industry)

NB: Parents need to realise that this elective will incur some additional costs for field trips.

Assessment

A variety of tasks including models, practical reports, posters and tests.



Forensic Science

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 5

Unit Offered:

Semester 1 or 2

Contact Person:

Mr D. Healey

Course Aims

To allow students to extend their scientific skills and processes through investigations and case studies.

Course Content

- Every contact leaves a trace.
- Forensics in the field.

Students will develop their understanding of a wide range of forensic techniques and how these are used to solve crimes and investigate accidents.

Assessment

A class presentation into how forensic science was used to solve a crime.
Topic tests and an exam.



Introduction to Psychology

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 5

Unit Offered:

Semester 1 or 2

Contact Person:

Ms S Visser

Course Aims

To provide students with a range of activities in order for them to become aware of psychology as a study. Students should not pick this unit if they are already taking VCE Psychology.

Course Content

- The scientific method.
- The brain and the nervous system.

Psychology is the scientific study of Behaviour and the Mind. Students will learn how to plan and conduct practical investigations using the scientific method. They will learn about the brain and how the nervous system responds to the environment.

Assessment

A variety of tasks including assignments, practical reports, posters and tests.

Horticulture (Enrichment Science)

| | | |
|-------------------------------|------------------------------------|---------------------------------|
| Compulsory / Elective: | Compulsory for Enrichment Students | Periods per fortnight: 5 |
| Duration: | Full Year | |
| Contact Person: | Ms D Matthews | |

Course Aims

This course aims to study science through a generally 'hands on' and visual medium under the umbrella of Horticulture. Students will develop a raised vegetable garden and grow organic produce. They research seasonally appropriate vegetables, devise planting plans, transplant seedlings and maintain their garden until harvest. Students also study the plant and environmental science related to successful plant growth and gardening.

Course Content

Two areas of study

- Producing a productive organic garden; requirements, procedures and techniques
- Plant Science; how seeds grow, plant structure and function, plant propagation, environmental factors affecting plant growth
- Experimental design

Assessment

The students are assessed on their garden, practical work including a student designed investigation, journal articles, photo-stories and assignments. In addition the following skills and competencies are regularly monitored and reported on at the end of each semester – organisation, care/safety, group work, visual communication, problem solving, effort, for both the theory and practical / garden component of the course.

Science Core

| | | |
|-------------------------------|------------|---------------------------------|
| Compulsory / Elective: | Compulsory | Periods per fortnight: 5 |
| Duration: | Full Year | |
| Contact Person: | Mr R Stott | |

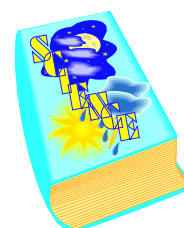
Course Aims

A Science education will provide students with observational manipulative, interpretive and research experience in a range of science disciplines.

Course Content

The four main areas of study are:

- Genetics
- Nanotechnology
- Rockets in motion.
- Power to the people. (Alternative energy and climate change)



Assessment

The students are assessed on Practical Work including student designed investigations, assignments and tests. The CATS cover; modelling inheritance, producing a magazine about nanotechnology, Using Newton's laws to explain the flight of a rocket, Designing and carrying out an investigation into the design of model wind turbines.

HUMANITIES: Commerce

Teenagers and the Law

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 5

Unit Offered:

Semester 1 or 2

Contact Person:

Ms E Horne, Ms R Pugh

Course Aims

This unit aims to provide students with an understanding of laws that relate to young people, methods of resolving legal disputes and law making procedures. It enables students to understand the development of Australia's political, legal and economic systems. This unit enhances a young person's knowledge to develop the skills to function effectively as an Australian citizen.

Course Content

- Young People and the Police - Guest Speakers
- Criminal Law
- Civil Law
- Court Hierarchy - Excursion to the Local Law Courts
- Road Safety Issues - Victorian Police Road Safety Awareness Program
- Teenagers and Alcohol
- Drugs and the Law - Guest Speakers
- The Government and Me
- Your Rights and Responsibilities
- Parliament and Law-making



Assessment

A range of Assessment from the following:

- Assignments
- Case Studies
- Tests
- Oral Presentation
- Reports on Excursions
- Video Reviews

The World of Business

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 4

Unit Offered:

Semester 1 or 2

Contact Person:

Ms E Horne, Ms L Vannata

Course Aims

This unit aims to provide students with an opportunity to investigate issues related to running a small business. It also caters for students of all abilities who have an interest in the world of business.

Course Content

- Business Ownership
- Locations of Businesses – Excursion to Shopping Centre
- Management Skills
- Franchise Businesses
- Financial Record Keeping
- Starting Your Own Business

Assessment

A range of Assessment from the following:

- Assignments
- Case Studies
- Tests
- Powerpoint Presentation
- Oral Presentation
- Reports on Excursions
- Video Reviews

Money

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 5

Unit Offered:

Semester 1 or 2

Contact Person:

Ms J Watson

Course Aims

This unit focuses on providing students with an understanding of financial concepts, with an aim toward developing a set of skills that allow them to make informed and effective decisions.

Course Content

Credit and Debt:

- Living in a cashless society
- Who offers credit: lenders and types of credit
- Cost of credit
- Benefits of credit
- Risks involved/dangers of debt

Personal Budgeting and Taxation:

- What is budgeting: elements – income, expenditure, surplus & deficit
- Importance of budgeting – money management and savings
- Preparing a budget – case studies
- Why pay tax?
- The “tax table” – calculating your tax
- Tax returns

Investment:

- Why invest
- How to invest: methods/alternatives
- Researching various investment options
- Comparing outcomes
- Foreign currencies: as an investment/effect of

The Share Market:

- Students engage in the on-line share market game – individual or team participation.

Superannuation:

- What is it?
- Why is it important?
- Options

Assessment

1. **Resource Folio:** Students are to progressively work on a collection of resources following the topics of credit, debt, investments, currencies and exchange rates.
2. **Researching Investment Options:** Students will research various ways we invest and compare the outcomes in a report format.
3. **Blog:** Students will set up and record their progress in The Share Market Game.

HUMANITIES: Geography

Geographies of Human Wellbeing

| | | | |
|-------------------------------|-----------------|-------------------------------|---|
| Compulsory / Elective: | Elective | Periods per fortnight: | 9 |
| Duration: | Semester | | |
| Unit Offered: | Semester 1 or 2 | | |
| Contact Person: | Mr R Kline | | |

Course Aims

The Geographies of Human Wellbeing examines the different ways of measuring and mapping [human wellbeing](#) and [development](#), and how these can be applied to measure differences between places. Students learn about issues affecting the [development](#) of places and their impact on [human wellbeing](#), drawing on a study from a developing country or [region](#) in Africa, South America or the Pacific Islands. Students also research reasons for and consequences of [spatial variations](#) in [human wellbeing](#) on a regional [scale](#) within India or another country of the Asia [region](#). The reasons for and consequences of [spatial variations](#) in [human wellbeing](#) in Australia at the [local scale](#). The role of international and national government and non-government organisations' initiatives in improving [human wellbeing](#) in Australia and other countries.

Course Content

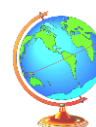
- Living conditions across the world.
- Indicators of wellbeing
- The reasons for different living conditions
- How can we improve living conditions across the world, and why should we?

Assessment

In addition to participating positively and keeping an up-to-date work book of class activities, students will be assessed through a range of tasks. These include the construction of maps, graphs and diagrams; research assignments; excursion and unit tests.

Environmental Change Management

| | | | |
|-------------------------------|-----------------|-------------------------------|---|
| Compulsory / Elective: | Elective | Periods per fortnight: | 9 |
| Duration: | Semester | | |
| Unit Offered: | Semester 1 or 2 | | |
| Contact Person: | Mr R Kline | | |



Course Aims

Environmental change and management focuses 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. Students 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.

Course Content

- The challenges to society from land and water degradation (soil erosion, salinity, desertification), water scarcity and climate change
- The impacts on people and places of the environmental change.
- The effects of environmental change and it and how we will manage it both now and into the future.

Assessment

In addition to participating positively and keeping an up-to-date work book of class activities, students will be assessed through a range of tasks. These include the construction of maps, graphs and diagrams; research assignments; fieldwork and unit tests.

HUMANITIES: History

Conflict, Rights & Change

Compulsory / Elective:

Duration:

Unit Offered:

Contact Person:

Compulsory

Semester

Semester 1 or 2

Ms A Todorovic

Periods per fortnight: 9

Course Aims

The study of this unit will provide a study of the modern world and Australia from 1918 to the present, with an emphasis on Australia in the global context. The 20th Century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and the global standing.



The aims of this unit will be met by studying negotiated tasks which may include:

Topics

Study 1: World War 2

- Causes of World War 2
- The road to war in Europe
- Prisoners of war
- The Home Front
- The Holocaust and other war crimes

Study 2: Rights and Freedom

- Freedom Rights and Peace
- Being counted
- Land rights and protest
- Fighting for equity
- Struggle continues

Study 3: The Globalising World

- Fads and Fashion
- Sport and society
- Protest music
- Fallout from the Atomic Age
- The Australian film industry: post war to today

Assessment

In addition to keeping an organised and up-to-date record of class notes and activities, students will be required to complete:

- Analysis of cartoons, documents, films, photographs, etc
- Research assignments
- Essays and tests
- Informal presentations

*Students will need to be able to access their laptop at all times to use the Internet for research assignments.

TECHNOLOGY: Digital Technologies

Computer Programming

| | | |
|-------------------------------|------------------------|---------------------------------|
| Compulsory / Elective: | Compulsory | Periods per fortnight: 4 |
| Duration: | Semester | |
| Unit Offered: | Semester 1 or 2 | |
| Contact Person: | Ms L Kelly, Ms E Gaito | |

Course Aims

This course is designed to develop students' abilities to make effective use of computers by resolving problems using the phases of analysis, design, development and evaluation. The students will develop skills in:

- defining problems considering the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes.
- algorithmic design
- testing and review
- understanding of the user experience to incorporate a wider variety of user needs
- developing modular solutions to complex problems using an object-oriented programming language
- evaluating their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential.

Course Content

The areas of study to be covered in this semester will include:

- Algorithm design using diagrams e.g. flowcharting and structured English
- Program design mockups and layout diagrams
- Developing interactive programs including sequence, repetition and branching structures, data types and properties.
- VB.NET Programming
- Working with forms and controls.

Assessment

- Completed Folio of Programming Tasks
- Common Assessment Tasks (programming project)

IT Applications

| | | |
|-------------------------------|------------------------|---------------------------------|
| Compulsory / Elective: | Compulsory | Periods per fortnight: 4 |
| Duration: | Semester | |
| Unit Offered: | Semester 1 or 2 | |
| Contact Person: | Ms L Kelly, Ms E Gaito | |

Course Aims

Students will extend their ability to use Digital Technologies to create information products, communicate and visualise thinking. Students gain skills in a variety of software applications including Office and multimedia based software.

Course Content

Students undertake a number of tasks, tutorials and projects using some of the following software types:

- Image manipulation and desktop publishing
- Spreadsheets/Databases.
- 3D design
- Movie making.
- Internet – for collaboration, research and communication.

Assessment

- Folio of tasks
- Common Assessment Tasks



Web Page Design

Compulsory / Elective:

Compulsory

Duration:

Semester

Periods per fortnight: 4

Unit Offered:

Semester 1 or 2

Contact Person:

Ms L Kelly, Ms E Gaito

Course Aims

Students will develop skills in the design and development of web pages using two methods, hand coding and front-end design with Web authoring software. Other multimedia authoring software is used to support the design of multimedia elements for web pages.

Course Content

- Use of text editor to hand code web pages in HTML.
- Use of Adobe Dreamweaver to create web pages.
- Cascading style sheets.
- Use of design tools such as sitemaps and storyboards for planning websites.
- Web design principles to ensure effective design.
- Use of Fireworks and Flash to build web components.
- Use of graphics manipulation software such as Photoshop to produce web graphics and optimise images for websites.
- Use of peripherals such as digital cameras and scanners to create images for web pages.
- Identifying purpose and target audience for effective design.
- Evaluating websites for effective design.

Assessment

- Folio of tasks.
- Common Assessment Task: HTML website.
- Common Assessment Task: Dreamweaver website.

TECHNOLOGY: Systems

Systems

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 5

Unit Offered:

Semester 1 or 2

Contact Person:

Mr D Byrt, Mr S Webb

Course Aims

- To enable students to identify and understand the workings of digital electronic components and simple machines.
- To give students an insight into future directions in studying Electronics and prepare them for VCE Systems and Technology.
- This course has a lot of practical application to the Mechanics section of the Physics course.

Course Content

Students will do a combination of practical and theoretical work. The theory will consist of studying logic gates, power supply systems and simple digital electronic systems (including timers, decade counters, display drivers, binary counters and other selected integrated circuits). Students will design circuits using an electronics CAD program. If time allows, systems involving the control of circuits by a computer could be studied.

The practical work will consist of the construction of sub-systems on circuit boards that will then be able to be connected together to form an integrated system. The system will then be redesigned and constructed on a single circuit board.

It is highly recommended but not essential, that students do both Mechatronics and Digital Electronics before they enroll in Systems and Technology, or the Deakin Engineering units.

Approximately 70% of the time will be spent on the practical and 30% on theory sections.

Cost: \$25.00 plus costs of student's own projects (subject to change)

Assessment

| | | | |
|---------------------------------|-----|------------|-----|
| Tests | 25% | Log Book | 10% |
| Practical construction projects | 50% | Assignment | 15% |