



**Belmont High School**

# **Year 10**

# **SUBJECT SELECTION 2024**

## **Guidelines and Subject Descriptions**

**Principal**

Mr Josh Baker

**VCE Coordinator**

Ms Jess Scannell

**VCE-VM Coordinator**

Mr Darren Lynch

**Careers and Pathways Coordinator**

Mr Nick Masters

**VET Coordinator**

Ms Megan McPherson

# Belmont High School

## – a centre for learning, excellence and performance –

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### 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 21<sup>st</sup> century.*

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

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### **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 4.00pm. 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, VCE - VM 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	Mr Sam Rogers
Mathematics	Ms Grace Evenden
Arts	Ms Kirsty Zahra and Ms Pia De Bruyn
Technology	Ms Belle Donald
Languages	Ms Madeleine Macreadie-Smith (Indonesian), Ms Lucia Vannata (Italian)
Health and PE	Mr Thom Bell
Science	Ms Carly Taft
Humanities	Mr Chris Thompson
Music	Ms Rose Humphrey

# VCE Studies offered - acceleration

## VCE Study Information

ACCOUNTING (1-4)  
ART CREATIVE PRACTICE (Art) (1-4)  
ART MAKING AND EXHIBITING (Studio Art) (1-4)  
BIOLOGY (1-4)  
BUSINESS MANAGEMENT (1-4)  
CHEMISTRY (1-4)  
APPLIED COMPUTING (1 & 2)  
SOFTWARE DEVELOPMENT (3 & 4)  
DATA ANALYTICS (3 & 4)  
PRODUCT DESIGN AND TECHNOLOGY (1-4)  
    - Fibre  
    - Materials – Wood/Metal/Plastic  
ENGLISH (1-4)  
ENGLISH LANGUAGE (1-4)  
ENGLISH AS AN ADDITIONAL LANGUAGE (1-4)  
FOOD STUDIES (1-4)  
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 (1-2)  
MUSIC PERFORMANCE (3 & 4)  
PHYSICS (1-4)  
PHYSICAL EDUCATION (1-4)  
PSYCHOLOGY (1-4)  
SYSTEMS TECHNOLOGY (1-4)  
VISUAL COMMUNICATION DESIGN (1-4)

### Extra information available from:

J. Scannell  
M. Cantwell, J. Stevens  
K. Zahra, P. De Bruyn  
C. Taft  
R. Pugh, J. Scannell  
M Hermanns  
K. Butler, T Waltrowicz  
K. Butler, T Waltrowicz  
K. Butler, T Waltrowicz

B. Donald  
C Thompson  
S. Rogers  
S. Rogers  
K. Mellens  
E. Cave  
C. Thompson  
D. Parshotam, L Jennings  
C. Thompson, N. Wilson  
R. Pugh  
W. Whitney  
L. Purdy, M. Macreadie-Smith  
F. Cologni  
G. Evenden  
F. Hergstrom  
R. Humphrey  
R. Humphrey  
R. Stott, D McKenna  
T. Bell  
P. Cassady  
S. Webb  
R. Simon, J.Petrie



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

# Vocational Education and Training (VET)

VET is a study option combining VCE or VCE - VM 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. VCE - VM 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.

Attendance at each VET lesson is extremely important as a number of assessments are completed practically.

Students signing up for external VET courses are required to use the bus and follow the expectations of the Geelong VET Network agreement.

Throughout the Geelong Network, most VET 1<sup>st</sup> Year Courses run on Wednesday afternoons, with 2<sup>nd</sup> Year VET courses running on Monday afternoons. Please note that preference order will be given to students in the following order if forms are handed in by the 2<sup>nd</sup> September- VCE - VM students, Year 12, Year 11, Year 10s.

Parents and students should consider the study options provided by VET as part of the Later Years course planning process in consultation with their House Leader and the Career's Manager Mr Nick Masters.

VET program details and application forms are available from the Career's Office, and online on the BHS website – Curriculum - VET. Enquiries relating to VET should be directed to the VET coordinator, Ms Megan McPherson.

## 2024 VET Programs offered in the Geelong Network may 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 Dance
- Certificate II in Engineering
- Certificate II in Equine Industry
- Certificate II in Salon Assistant
- Certificate II in Horticulture
- Certificate II in Hospitality
- Certificate III in Information Technology
- 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 Industry, Certificate III in Information Technology (partial completion), Certificate II in Outdoor Education, and Certificate III in Sport and Recreation (partial completion) 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 VCE - VM program.

## Belmont High School RTO Number 22312

Belmont High School became a Registered Training Organisation for the delivery of VET in 2010. Belmont High School is registered with the Victorian Registration and Qualifications Authority (VRQA) to deliver Certificate III Music Industry (Performance), Certificate III Information Digital Media and Technology and Certificate III Sport and Recreation. Ms Megan McPherson is the Manager.



## CUA30920 Certificate III in Music (Performance)

**Duration:** This program is delivered over two years  
**Contact Person:** Ms Rose Humphrey



### Course Aims

Certificate III in Music Industry (Performance) develops in students' 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. Completion of 11 units; 3 Core and 8 Elective units.

#### Units 1 and 2

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry
- CUAMPF213 Perform simple repertoire in ensembles
- CUAMCP312 Write song lyrics
- CUAMCP313 Create simple musical pieces using music technology



#### Units 3 and 4

- CUAMPF311 Develop technical skills for musical performance
- CUAMPF312 Prepare for musical performances
- CUAMPF315 Develop and perform musical improvisation
- CUAMPF412 Develop and apply stagecraft skills

#### Electives

- CUAMPF414 Perform music as part of a group
- OR CUAMPF416 Perform music as a soloist

#### Contribution to VCE

Participants will be eligible for credits of up to four VCE units, two units at Units 1 and 2 and two units at Units 3 and 4 level. A study score is available which can contribute directly to your ATAR. Completion of all or part of the Certificate will contribute to your VCE- VM.

#### 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.

#### *Possible Career Pathways:*

- *Assistant Music Manager*
- *Instrumental Music Teacher*
- *Band Member*
- *Singer/ song writer*



RTO Toid 40548

**Duration:** This program is delivered over one year  
**Contact Person:** Mr Thomas Bell

**Course Aims:**

Outdoor Recreation provides students with opportunities to explore a variety of outdoor recreation activities while developing fundamental skills such as communication, resilience, team work. The fundamental competencies that students are required to perform form a terrific foundation for a life in the outdoors.

**Course Content:**

**Units 1 and 2 Core**

HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting outdoor recreation sessions
SISOFLD002	Minimise environmental impact
SISXIND002	maintain sport, fitness and recreation industry knowledge

**Electives**

SISOBWG001	Bushwalk in tracked environments
SISOFLD006	Navigate in tracked environments
SISAQU002	Perform basic water rescues
SISOSRF001	Surf small waves using basic manoeuvres
HLTAID011	Provide First Aid
SISXFAC001	Maintain equipment for activities
SISXEMR001	Respond to emergency situations

**Assessment**

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

**Contributions to VCE and VCE - VM**

Students undertaking this certificate are eligible for up to two VCE VET units on their VCE or VCE- VM statement of results at a Unit 1 and 2 level.

**Pathways**

Students must successfully complete this course in order to progress to Certificate III in Sport and Recreation (Partial Completion).

This course is 40% theory and 60% practical

*Possible Career Pathways:*

- *Outdoor Recreation assistant*
- *School camp activity assistant*
- *Water sports activities assistant*
- *Outdoors supplier retail assistant*



## SIS30115 Certificate III in Sport and Recreation (Partial Completion)

**Duration:** This program is delivered over one year  
**Contact Person:** Mr Kyle Vos / Mr Nick Masters

### Course Aims:

The aim of this course is to provide participants with the knowledge and skills to achieve competencies that will enhance employment prospects in the Sport and Recreation Industry.  
The course enables participants to gain a recognized credential and to make a more informed choice of vocation or career path.

### Course Content:

SISXCAI004	Plan and conduct programs
SISXCAI006	Facilitate Groups
SISXRES002	Educate user groups
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISSCO001	Conduct sport coaching with foundation level

### Assessment

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

### Contributions to VCE and VCE - VM

Students undertake a Scored Assessment contributing towards their ATAR score.

Students undertaking this certificate are eligible for two VCE VET units on their VCE or Vocational Major statement of results as a VCE VET Units 3 and 4 sequence.

### Pathways

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

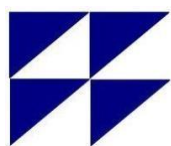
This course is 40% Theory 60% Practical



#### *Possible Career Pathways:*

- *Recreation Officer*
- *Sport and Recreation Administration Officer*
- *Leisure Services Officer*

## 10949NAT Certificate II in Applied Language- Italian



# Ripponlea Institute

**Duration:** This program is delivered over one year at Belmont High School in partnership with RTO Ripponlea Institute (RTO Toid 21230).

**Contact Person:** Ms Lucy Vannata, Ms Federica Cologni

### Course Aims

**All students taking part in Year Ten Language (Italian) will undertake this course.** The course prepares students for VCE Languages and Certificate III in Applied Language.

### Course Content

#### Core Units

NAT10949001	Conduct basic oral communication for social purposes in a LOTE
NAT10949002	Conduct basic workplace oral communication in a LOTE
NAT10949003	Read and write basic documents for social purposes in a LOTE
NAT10949004	Read and write basic workplace documents in LOTE

### Assessment

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

### Contribution to the VCE

On satisfactory completion of all requirements of the Certificate II in Applied Language, students will receive three VCE units at 1-2 level.

### Pathways

This program has pathways into Certificate III in Applied Language.



# Victorian Certificate of Education – Vocational Major

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The VCE – VM (previously known as VCAL) is an alternative hands-on option for Year 11 and 12 students to the VCE.

The VCE - VM 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 mainstream it is a recognised qualification.

The VCE is widely used by students as a pathway to university. Students who choose to do the VCE - VM 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 VCE - VM 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 VCE - VM course will count towards VCE, should a student decide to transfer between certificate courses.

The VCE - VM'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 VCE - VM program must include literacy and numeracy subjects. These can be selected from VCE English and Maths.

## **Strand 2 – Industry Specific Skills**

VCE - VM 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 VCE - VM 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, VCE - VM 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 VCE - VM 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 VCE - VM course they will receive a certificate and statement of results that details the areas of study completed. Students taking in the VCE - VM should have a vocational pathway in mind.

Enquires should be directed to Mr Darren Lynch, VCE - VM Manager.

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# School Based Apprenticeships and Traineeships (SBAT's)

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

- Year 10, VCE or VCE - VM 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 VCE - VM 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 VCE - VM. A partnership is formed between the school, the employer, the Training Provider and the student.

Enquiries regarding School Based Apprenticeships should be directed to Mrs. Megan McPherson VET & SBAT Coordinator.

# Acceleration

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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 2023, approximately 20% of the Year 10 students undertook a VCE Unit 1 & 2 study. A further 120 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, add to 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.

**NB:** A student who accelerates into a VCE study in Year 10 will still be expected to complete a full 6 studies in Year 11 and 5 studies in Year 12. **Acceleration is NOT so a student can have a reduced timetable load in the later years.**

# Distance Education – Victorian School of Languages

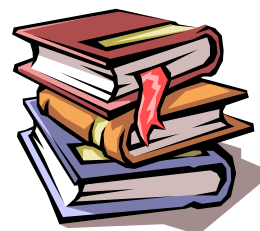
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Students may undertake languages other than English not offered at Belmont High School through the Victorian School of Languages. Student must have a background in that language in order for the student to enroll. This may occur where a student has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

## 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:** Please refer to the VSL website for pricing

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.

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# Year 10 Subject Selection Rules 2024

Mainstream students must choose 12 units (6 Compulsory and 6 electives),

Enrichment Students must choose 12 units (6 Compulsory and 6 electives),

This may include a VET course.

If a student is accelerating into a VCE subject, this will count as 2 elective units eg: Year 11 Legal Studies = 2 Units, as VCE subjects run for the whole year. VCE acceleration counts as one selection from that specific Learning Area.

**Please note: Subject levies are subject to change**

<b>1. <u>COMPULSORY SUBJECTS.</u></b>			
<b>ENGLISH</b>	<b>UNITS</b>	<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
English	2	10	Full Year
<b>or</b>			
English as an Additional Language (EAL)	2	10	Full Year
<b>or</b>			
English Enrichment and English Enrichment/Science	4	20	Full Year
<b>MATHEMATICS</b>			
Mathematical Methods	2	10	Full Year
<b>or</b>			
General Mathematics	2	10	Full Year
<b>or</b>			
Foundation Mathematics	2	10	Full Year
<b>SCIENCE</b>			
Science – must choose minimum of <b>ONE</b> form Science Learning Area	1	10	One Semester
<b>HEALTH AND PHYSICAL EDUCATION</b>			
Core HAPE ( <i>Health and Physical Education</i> )	1	10	One Semester

## **2. ELECTIVE SUBJECTS**

Each elective subject is worth 1 unit and run for one (1) semester, except for LOTE which are 2 units and run for the whole year.

Mainstream students will need to select 6 elective units.

Enrichment students will need to select 6 elective units.

<b>English</b>	<b>UNITS</b>	<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
English Language	1	10	One Semester
English Literature	1	10	One Semester
<b>SCIENCE (max. 3 choices from this Learning Area)</b>	<b>UNITS</b>	<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
General Science	1	10	One Semester
Biology	1	10	One Semester
Chemistry	1	10	One Semester
Physics	1	10	One Semester
Forensic Science	1	10	One Semester
Psychology	1	10	One Semester
Environmental and Marine Studies	1	10	One Semester
<b>COMMERCE &amp; HUMANITIES (max. 3 choices from this Learning Area)</b>		<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
Legal Studies	1	10	One Semester

Accounting & Business Management	1	10	One Semester
Geography	1	10	One Semester
History	1	10	One Semester
<b>LANGUAGES (LOTE)</b>		<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
Italian – Full Year	2	10	Full Year
Indonesian – Full Year	2	10	Full Year
Italian – Semester	1	10	Full Year
Indonesian – Semester	1	10	Full Year
<b>HEALTH AND PE (max. 3 from this Learning Area)</b>		<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
Health and Human Development	1	10	One Semester
Sport, Fitness, Movement	1	10	One Semester
Exercise Science and First Aid	1	10	One Semester
<b>TECHNOLOGY (max. 3 choices from this Learning Area)</b>		<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
Woodwork	1	10	One Semester
Metal	1	10	One Semester
Food – Tastes of the World	1	10	One Semester
Food for all Occasions	1	10	One Semester
Fibre	1	10	One Semester
Computer Software Design	1	10	One Semester
Web and Applications	1	10	One Semester
Materials Technology	1	10	One Semester
Systems Technology	1	10	One Semester
<b>ARTS (max. 3 choices from this Learning Area)</b>		<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
2D Art	1	10	One Semester
3D Art	1	10	One Semester
Media	1	10	One Semester
Digital Photography	1	10	One Semester
Visual Communication Design	1	10	One Semester
Music Performance	1	10	One Semester
Rock Guitar	1	10	One Semester
Digital Photography	1	10	One Semester
Ceramics	1	10	One Semester
Drama	1	10	One Semester
Built Environment	1	10	One Semester

### **VET COURSE (OPTIONAL)**

Please see Ms McPherson for a list of all available VET Courses in 2024.

<b>VET Courses</b>	<b>Periods per Fortnight (ppf)</b>	<b>Subject Length</b>
Certificate II in Outdoor Recreation	10	Full Year
Certificate III in Music	10	Full Year
External VET Courses (see Ms McPherson – VET coordinator for a full list)	10	Full Year

# THE ARTS: Performing Arts

## Drama

<b>Compulsory / Elective:</b>	Elective	
<b>Duration:</b>	Semester	<b>Periods per fortnight:</b> 10
<b>Unit Offered:</b>	Semester 1 or 2	
<b>Contact Person:</b>	Ms K Mann, Ms A Jacka	

### Course aims

This course is designed to ensure that, individually and collaboratively, students develop confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama. Furthermore, students should gain knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning.

### Course content

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 GAC. 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 two excursions involving workshops to the Geelong Arts Centre.

The Drama course in Semester Two has a strong performance base, complimented with a focus on the 'process' of performance as well as the creation of a polished end-product. There is an emphasis on the creation of a series of shorter dramatic statements, exploring the creation of a group devised performance, using Theatre technologies to an outside audience.

### Assessment

- Peer, Teacher and Self-Assessment
- Performance to an outside audience
- Script Writing
- Collaboration

### Pathways

This course compliments VCE Theatre Studies as a pathway to tertiary Performing Arts courses and careers in Theatre Technology/Production Roles, Acting and Design.

## Music Performance Skills

<b>Compulsory / Elective:</b>	Elective	
<b>Duration:</b>	Semester	<b>Periods per fortnight:</b> 10
<b>Contact Person:</b>	Ms A Linton	

### Course Aims

This course is designed to prepare students for VCE Music Performance Units 1 and 2 and Vet Music Industry Certificate III. 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 at school and in the community)
- 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



## Pathways

This course is designed to prepare students for VCE Music Performance Units 1 and 2 and Vet Music Industry Certificate III.

# Rock Guitar

**Compulsory / Elective:**

**Duration:**

**Contact Person:**

Elective

Semester

Ms A Linton

**Periods per fortnight:** 10

## 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. This course can also prepare students for Vet Music Industry Certificate III and VCE Music Performance Units 1 and 2.

## 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 (at school and in the community)
- 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

## Pathways

This course can also prepare students for Vet Music Industry Certificate III and VCE Music Performance Units 1 and 2.



# THE ARTS: Visual Arts

## 10 Art

**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Ms K Zahra, Ms P De Bruyn

**Periods per fortnight:** 10

### Course Aims

- Students learn about Art History beginning with Classical Art periods, followed by Modern and Contemporary Art movements, including Australian and First Nations content.
- Students explore traditional and contemporary drawing, painting, collage and printmaking materials and techniques.
- Students produce a range of experimental artworks that will inform an original artwork.
- Students evaluate their art making through annotation.

### Course Content

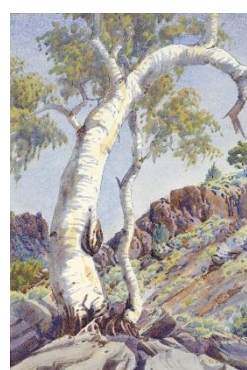
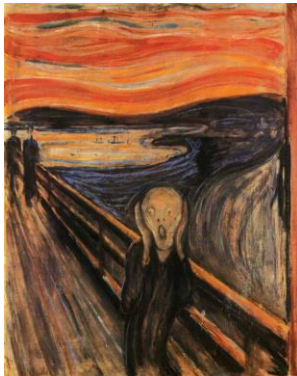
This subject is an important study for any student considering enrolling in a VCE Visual Arts course. Students gain an advantage by investigating artistic inspiration, trialing 2D artforms, experimenting with subject matter and art styles. This course gives students the art theory and practical skills that are essential in VCE art making. Students produce many artworks through guided tasks, preparing them to create original artworks independently.

### Assessment

All art making is presented and assessed in a visual diary. This contains their investigation of Art History, 2D artforms, subject matter, styles and annotations that evaluate success.

### Pathways

This course compliments VCE Art Making and Exhibiting and VCE Creative Practice as a pathway to tertiary Visual Arts courses and careers in the Art and Design industry.



# 3D Art

**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Ms P De Bruyn

**Periods per fortnight:** 10

## Course Aims

- Students explore traditional and contemporary materials & techniques to create three-dimensional sculptural works. Over the course of the semester, we will work primarily with:
  - recycled materials (bones, cardboard and collected plastics)
  - ceramics (clay, glazes and firing techniques)
- Students annotate their artistic practices in a visual diary.
- Students learn about the history of sculpture, from the birth of through to the Contemporary practices of today.



Modernism

## Course Content

- "Sgraffito" will look at the artwork of Gerry Wedd and the ancient will create a domestic ceramic object, depending on your skill glaze it with the sgraffito technique shown by master artist Gerry
- Using the concept of "memory" we will build and construct a treasured object on a 1:1 scale using recycled cardboard. We will investigate several artists who have also used "memory" as the basis for an artwork.
- "Painting on lino" This project will experiment with lino printing, using the house and house plants as our subject matter and the artwork of Christopher Zanko, and experimenting with painting the lino as the work of art.
- The "Skeleton Project" will be an in-depth exploration of the skull and skeleton in ancient art and contemporary culture. We will begin with a still life drawing exercise and move into designing patterns and images to use on your selected bones.
- Sculpture Timeline. In this theory component, students examine how artists have used sculptural concepts to create art over the last 100 years. This will include examining contemporary documentaries on both individual artists and art movements.

art of sgraffito. We level, and will Wedd.

favourite or long

## Assessment

Students present their developmental designs in a visual diary for assessment, in conjunction with their sculptural works. The visual diary will contain an historical investigation of sculpture, the student's own personal exploration of sculptural techniques, and annotations that record artistic process and evaluate success.

## Pathways

This course compliments VCE Art Making and Exhibiting and VCE Art Creative Practice as a pathway to tertiary visual arts courses and careers in the Art and Design industry. It is highly recommended that if you want to do any VCE Art subjects, you complete this course first.

# Ceramics

**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Ms J Stevens

**Periods per fortnight:** 10

## Course Aims

- Students explore a wide range of ceramic materials and techniques to create sculptural and functional works.
- Students annotate their artistic practices in a visual diary and respond to a range of artists of inspiration.
- Students learn about the range of applications for the medium of clay in the worlds of fine art and applied design.

## Course Content

- **People Pots** introduces the concept of producing simple production pieces to support a commercial studio practice as a ceramicist.
- **The Hybrid Bust** explores how leading contemporary ceramicists have taken their cues from and ancient depiction of the human and animal hybrid form. This task will also involve exploring application of glazing and decorating materials.
- **Form Follows Function** allows students to investigate a range of materials, techniques and used by contemporary ceramic designers, and offers insights into the workings of commercial studios. Students select their own ceramicists to inform and inspire their functional ware.



traditional  
the  
processes  
ceramics

## Assessment

Students present their developmental designs in a visual diary that will be assessed with each new unit, in conjunction with their art works. The visual diary will contain evidence of personal investigation and exploration using the design process, responses to the works of feature artists, and annotations which record artistic processes and evaluate success.



## Pathways

This course compliments VCE Art Making and Exhibiting and VCE Creative Practice as a pathway to tertiary visual arts courses and careers in the Art and Design industry.

# Digital Photography

**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Mr J Petrie

**Periods per fortnight:** 10

## 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
- Use Photoshop as a digital darkroom to improve and manipulate images
- Produce a series of photos that are theme based and combined in a collage

## Assessment

- Assignment work
- Presentation of work.



## Pathways

This subject is designed to support a range of visual arts and technology subjects in both VET and VCE.

# Visual Communication Design

**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Ms Rosie Simon

**Periods per fortnight:** 10

## Course Aims

This course aims to build students key skills and understanding for VCE Visual Communication Design. By completing this unit, students will have the knowledge and skills that underpin some of the stages in the design process of generating ideas, developing concepts and refining visual communications. It focuses on the development of visual language and design thinking. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated.

## Course Content

Students will produce a folio consisting of design work including:

- apply design elements and design principles to communicate ideas and functions of objects and structures
- apply drawing methods that are suitable for the purposes of observation, visualisation and presentation

- use manual and/or digital methods to create drawings for different purposes
- apply three-dimensional drawing methods to represent the form and structure of objects
- apply two-dimensional drawing methods to depict objects from and in multiple views
- select and apply media, materials and techniques to draw and render forms
- apply design thinking to generate alternative ideas and reflect on their suitability.



## Assessment

A folio of work showcasing the generation of ideas that will accompany presentation drawings.

## Pathways

By completing this subject, students will be thoroughly prepared for VCE Visual Communication Design. Post VCE, students will have key knowledge and skills for completing tertiary studies in Architecture, Graphic Design, Engineering and much more.

# Media Studies

**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Ms F Hergstrom

**Periods per fortnight:** 10

## Course Aims

To introduce students to Media Studies through film and television analysis. This course will serve as a precursor to the study of narrative/ideology in film and television and media regulation in Years 11 and 12. It involves both the theoretical and practical components of film making.

## Course Content

### 1. Theory

#### **Film narrative and ideology**

The class will examine the codes, conventions and story elements involved in creating a specific genre. The class will study a variety of films in substantial detail during the unit. Story elements include script writing, plot development, structure of time, character development and cause and effect. Production elements include lighting, location, acting, cinematography, sound, mis-en-scene and lighting.

### 2. Practical Application

Students have the opportunity to undertake practical skills in a collaborative setting to produce a short film.

## Assessment

- Class discussion
- Folio
- Question/answer booklet
- Short film

## Desirable Prerequisites

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

## Pathways

This course compliments VCE Media Studies and as a pathway to tertiary visual arts courses and careers in the Film industry (writing, directing, sound, editing, lighting), the Art and Design industry, Communications/Multi-media and Journalism.

# DESIGN, CREATIVITY & TECHNOLOGY

## WOODWORK

<b>Compulsory / Elective:</b>	Elective	
<b>Duration:</b>	Semester	<b>Periods per fortnight:</b> 10
<b>Unit Offered:</b>	Semester 1 or 2	
<b>Contact Person:</b>	Mr C Thompson	

### Course Aims

This study enables students to:

- Use design thinking and develop their understanding of product development
- Apply design practice by generating and communicating product design options
- Apply safe methods of working with materials, tools, equipment and machines
- Analyse and evaluate the appropriateness of production activities and product design

### Course Content

This course is designed to cater for both boys and girls.

Students develop a design folio to create products.

Students will use a variety of tools and equipment to design and construct three dimensional products from wood and related materials.

### Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to:

- A design folio that contains design options, working drawings, materials list, production plan and evaluation report on the finished product
- A finished product and records of production and modifications.

### Homework expectations

Completion of activities related to investigation, design, production and evaluation tasks.

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

## METALWORK

<b>Compulsory / Elective:</b>	Elective	
<b>Duration:</b>	Semester	<b>Periods per fortnight:</b> 10
<b>Unit Offered:</b>	Semester 1 or 2	
<b>Contact Person:</b>	Mr T Buchanan-Huhn	

### Course Aims

This study enables students to:

- Use design thinking and develop their understanding of product development
- Apply design practice by generating and communicating product design options
- Apply safe methods of working with materials, tools, equipment and machines
- Analyse and evaluate the appropriateness of production activities and product design

### Course Content

This course is designed to cater for both boys and girls.

Students develop a design folio to create products.

Students will use a variety of tools and equipment to design and construct three dimensional products from metal and related materials.

### Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to:

- A design folio that contains design options, working drawings, materials list, production plan and evaluation report on the finished product
- A finished product and records of production and modifications.

## Homework expectations

Completion of activities related to investigation, design, production and evaluation tasks.  
(Students are expected to purchase, or reimburse the school for materials used in the production of their project).

# Fashion Design - Fibre

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b> 10
<b>Duration:</b>	Semester	
<b>Unit Offered:</b>	Semester 1 or 2	
<b>Contact Person:</b>	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

This course caters for boys and girls.

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

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

## Assessment

Assessment is based on the student's performance and achievements of set outcomes relating to:

- A completed folio outlining the design process and development of the Catwalk Garment.
- A completed garment

# FOOD: Tastes of the World

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b> 10
<b>Duration:</b>	Semester	
<b>Unit Offered:</b>	Semester 1 or 2	
<b>Contact Person:</b>	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 teach a broad range of food preparation processes and cooking techniques through the study of food traditions from around the world. Students are 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

Through a broad range of recipes students will use their study of foods of the world to:

1. Investigate and design
2. Produce and
3. Analyse and evaluate

Semester Cost: \$75 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, one research task and one design and production project.



# FOOD: For All Occasions

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**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Ms E Fuller

**Periods per fortnight:** 10

## Course Aims

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

## Course Content

Through a variety of recipes students will:

1. Investigate and design
2. Produce
3. Analyse and evaluate



## Assessment

Assessment is based on practical skills, two design and production projects, one short answer test.

# Materials Technology

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**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Mr Chris Thompson

**Periods per fortnight:** 10

## Course Aims

Students explore a range of factors that affect product design and technological innovation. Through the creation of their own designs, 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.

## Course Content

This course is designed to cater for both boys and girls. Students will use a variety of tools including the laser engraver and equipment to construct products of their own design using plastic, wood and metal.

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

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

## 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.

# The Built Environment: A Design Approach

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**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Ms R Simon

**Periods per fortnight:** 10

## 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

## Systems Technology

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**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Mr S Webb

**Periods per fortnight:** 10

## Course Aims

This study enables students to:

- Use design thinking and develop their understanding of product development
- Apply design practice by generating and communicating product design options
- Apply safe methods of working with materials, tools, equipment and machines
- Analyse and evaluate the appropriateness of production activities and product design
- Develop an understanding of the systems engineering process.

## Course Content

This course is designed to cater for both boys and girls.

Students develop a design folio to create products.

Students will use a variety of tools and equipment to design and construct systems projects with a variety of materials.

## Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to:

- A design folio that contains design options, working drawings, materials list, production plan and evaluation report on the finished product
- A finished product and records of production and modifications

Homework expectations:

Completion of activities related to investigation, design, production and evaluation tasks.

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



# ENGLISH

## English

**Compulsory / Elective:**

**Duration:**

**Contact Person:**

Compulsory

Full Year Course

Mr Sam Rogers

**Periods per fortnight:** 10

### 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 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 (EAL)

**Compulsory / Elective:**

**Duration:**

**Contact Person:**

Compulsory

Full Year Course

Ms F Cologni

**Periods per fortnight:** 10

### 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.

# English LITERATURE

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<b>Compulsory / Elective:</b>		Elective (this should be considered an extension subject)	
<b>Duration:</b>		Single Semester Course	<b>Periods per fortnight:</b> 10
<b>Contact Person:</b>		Mr Sam Rogers	

## Course Aims

- To give students an insight in to the subject of Literature and potentially prepare them to undertake the VCE English Literature course. This is not a prerequisite, but may help some students to make an informed choice.
- Students will read classic texts from different historical periods and contexts.
- Students will learn to provide a detailed analysis of texts. Texts that are not always written in modern English and will require multiple readings.

## Course Content

Students will read classic texts and respond to them analytically. Responses will require students to look at the structure and the way language is used in the texts, as well as the context in which they were written. Each student will keep their work in a well-organised workbook.

Students will develop their skills in a range tasks that require them to respond to what they have read. The writing in this unit is a mode of output for demonstrating and articulating their understanding of what they have read. They will be taught the elements of written English appropriate to this level and context. 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 only be assessed formatively in this unit.

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 in a VCE style; essays written in specific classroom conditions as well as a written class exam.

# ENGLISH LANGUAGE

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<b>Compulsory / Elective:</b>		Elective (this should be considered an extension subject)	
<b>Duration:</b>		Single Semester Course	<b>Periods per fortnight:</b> 10
<b>Contact Person:</b>		Mr Sam Rogers	

## Course Aims

- To give students an insight in to the subject of Language and potentially prepare them to undertake the VCE English Language course. This is not a prerequisite, but may help some students to make an informed choice.
- Students will be introduced to the study of linguistics; the structure of language and it's connection to society.

## Course Content

Students study a number of written and verbal texts looking at the way people speak and use language for different purposes. Students will study grammar and the structure of written language, acknowledging formal and informal uses. Students will learn the appropriate metalanguage to interpret and respond to the analysis of language.

The writing in this unit is a mode of output for demonstrating and articulating their understanding of what they have read. 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.

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 in a VCE style; essays written in specific classroom conditions as well as a written class exam.

# HEALTH AND PHYSICAL EDUCATION

## Health and Physical Education - Core

<b>Compulsory / Elective:</b>	Compulsory	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Mr C Mclauchlan		

All students study Health and 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

#### Health:

Unit 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.

Unit 2: Gender, Power and Media - Students develop media literacy skills around the sexualisation and objectification of women in the media. Student will discuss relationships and how the different aspects of a relationship vary between people 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.

#### Physical Education:

Unit 1: Communities on the move: Students understand what fitness looks like and how it is achieved in the community. Through excursions and incursions students are exposed to a wide variety of activities that may one day be a part of their health and physical journey in the future.

Unit 2: Peer Coaching: Students build on their interpersonal and leadership capacity. Students learn the skills and qualities of leading people through coaching. In practical sessions, students participate in and host a coaching session for their class.

### Assessment

Practical: Students are required to participate in all practical sessions. Students will undertake SEPEP responsibilities, refine specialised movement skills, develop fitness and safety requirements.

Common Formative Assessment (CFA) tasks will be completed during each unit of work and feedback will be given on these tasks to guide student achievement in the Common Assessment Task (CAT) at the end of each unit. There will be a variety of CFA tasks in the form of written reports, brochures, surveys and oral presentations. Participation in individual and group activities are also criteria for successfully completing each unit of work.

## Sport, Fitness & Movement - Elective

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 & 2		
<b>Contact Person:</b>	Mr T Bell		

Pathway: VCE Physical Education

### Course Content

How can I hit that ball further? Or run faster? How can I improve my shooting accuracy? During this elective, students will participate in a range of sports that relate directly to the theoretical components delivered. Students will have the opportunity to gain a deeper understanding of the skill acquisition, communication skills and tactics associated with the sports covered. Theoretical components include, food fuels, energy systems, training methods and training program development.

#### **Unit 1: Fitness Program and Categorising Sports/Games.**

Students will step into the shoes of both the athlete and the strength & conditioning coach as they design their own specific training program. Undertaking fitness testing both before and after their program will allow students to analyse their progress. This study will lead into participating in a variety of sports from a range of different categories. Using our knowledge of physical preparation, students will determine which characteristics are suited to each sport.

#### **Unit 2: Skill Acquisition, Sports Psychology and Biomechanics.**

In this unit, students will investigate how athletes maximise performance by analysing technique, movement patterns and biomechanical principles. How does an elite athlete become so skilful? We look at the various stages of learning, types of skills and psychological practices that influence physical performance.

## Assessment

Students are required to participate in all practical sessions. Common Formative Assessment (CFA) tasks will be completed during each unit of work and feedback will be given on these tasks to guide student achievement in the Common Assessment Task (CAT) at the end of each unit. There will be a variety of CFA tasks in the form of written reports, training diaries, short tests and peer coaching. Participation in individual and group activities are also criteria for successfully completing each unit of work.

# Health and Human Development - Elective

<b>Compulsory / Elective:</b>	Elective	
<b>Duration:</b>	Semester	<b>Periods per fortnight:</b> 10
<b>Unit Offered:</b>	Semester 1 & 2	
<b>Contact Person:</b>	Ms D Parshotam	

Pathway: VCE Health and Human Development

## Course Content

Good health forms the 'backbone' of our daily lives. Did you know that - One in six young Australian's is currently experiencing an anxiety condition? That is around 2.4 million Australians aged 18 or over experiencing high or very high levels of psychological distress in 2017-18. 27% of students are affected by bullying at school? Physical inactivity is the 4th leading cause of death due to non-communicable diseases and contributes to over 3 million global preventable deaths globally?

This course helps to prepare students for VCE Health and Human Development. Practical lessons are linked closely to the theoretical content and aim to promote learning through action.

Unit 1 – Introduction to personal and population health and development. Students examine stages of the lifespan. They explore dimensions of health and wellbeing, and human development during infancy, childhood and adulthood. Factors impacting on health and wellbeing are explored and population health is analysed using data. Practical sessions could include; students conducting surveys, visiting local child care centres, meeting senior citizens, and participating in the 'Baby Think It Over' program which involves looking after a 'baby' for a short period of time.

Unit 2 – Health Promotion and current health issues. Students analyse healthy eating initiatives to inform healthy cooking and shopping. Programs focusing on youth will be analysed and advocacy and actions to improve health and equity will be explored. Current health issues (such as mental health and skin cancer) are used when evaluating models of health and health promotion with the view of improving population health. Practical sessions could include; visiting a supermarket to analyse products for nutritional information and health claims, and local walks to survey the environment to see if it is promoting health.

## Assessment

Common Formative Assessment (CFA) tasks will be completed during each unit of work and feedback will be given on these tasks to guide student achievement in the Common Assessment Task (CAT) at the end of each unit. There will be a variety of CFA tasks in the form of written reports, brochures, surveys and oral presentations. Participation in individual and group activities are also criteria for successfully completing each unit of work.

# Exercise Science and First Aid

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**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 & 2

Mr T Bell

**Periods per fortnight:** 10

**Pathway:** VCE Physical Education and Biology

## Course Content

Ever wanted to know how your body copes and responds to exercise? How about the changes that take place, allowing you to improve performance? Interested in developing the necessary skills and knowledge needed to respond to a medical emergency? If these questions are of interest, this class is for you.

### Unit 1

- Body Systems (skeletal, muscular, respiratory, circulatory)
- The body's responses and adaptations to physical activity
- Sporting injuries

### Unit 2

- First Aid Course
- Peer teaching
- Risk management – Supatramp

## Assessment

Common Formative Assessment (CFA) tasks will be completed during each unit of work and feedback will be given on these tasks to guide student achievement in the Common Assessment Task (CAT) at the end of each unit. There will be a variety of assessment tasks in the form of lab reports, tests and group presentations. Participation in individual and group activities are also criteria for successfully completing each unit of work.

**Qualification gained:** Provide First Aid – Through Eclipse Education

# LANGUAGES

## INDONESIAN (half a year only)

UNIT OFFERED:	Semester 1 OR Semester 2
CORE / ELECTIVE:	Elective
CONTACT PERSON:	Lea Purdy, Maddy Macreadie-Smith, Trent Duan

### COURSE AIMS:

Indonesian language and culture will be studied during this elective subject. This unit will emphasize communication skills and development, in addition to undertaking in-depth cultural studies of Indonesia, one of our closest neighbors.

### COURSE CONTENTS:

Students will consolidate and extend their language skills and cultural knowledge from a collection of the following topic areas:

#### Semester 1

- **Perayaan dan Upacara (Celebrations & Ceremonies)** - *investigate the unique and wonderful traditions found in Indonesia. Why do the Balinese file the teeth of their teenagers? Why do the Tana Torajans sacrifice buffalos? All will be answered in this detailed study of the ceremonies and celebrations held in Indonesia.*
- **Pertukaran Siswa (an Exchange student)** - *what is it like to live in, and attend school in Indonesia? What would I need to organize before I leave Australia? What is the unique language and behaviors that are considered 'sopan' (polite) when living and working in Indonesia? All will be answered in this detailed study of moving to Indonesia for school or work.*

OR

#### Semester 2

- **Semoga cepat sembuh! (Get well soon!)** - *I think you will need to consult the 'dukun' (witchdoctor) for that ailment! Or maybe try some 'jamu' (Herbal medicine). This unit investigates the Indonesian healthcare system, including the modern and traditional ways of treating ailments.*
- **Desa dan Kota (Villages & Cities)** - *Is Indonesia all village life and traditional occupations? Did you know that Indonesia's capital is a mega city with giant malls and skyscrapers? This unit compares and contrasts the traditional and modern lifestyles found in Indonesia with that of our Australian lifestyle*

### PATHWAYS TO:

This unit is designed for students to gain language and cultural skills & knowledge for ONE semester in Year 10. This unit may not lead to VCE Indonesian studies. Students will be required to complete INDONESIAN EXTENSION (full year) if they wish to continue with their Language studies at VCE.

# INDONESIAN EXTENSION (full year)

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**UNIT OFFERED:** Full year (Semester 1 **AND** Semester 2)  
**CORE / ELECTIVE: ELECTIVE** (however both semesters must be completed for VCE Language studies)  
**CONTACT PERSON:** Lea Purdy, Maddy Macreadie-Smith, Trent Duan

## **COURSE AIMS:**

Belmont High School recognizes that high achieving and motivated students clearly benefit from studying a foreign language at VCE level. Year 10 Indonesian Extension (full year) includes the study of language and culture. This unit will emphasize communication skills and development in preparation for the VCE, in addition to undertaking in-depth cultural studies of Indonesia, one of our closest neighbors.

## **COURSE CONTENTS:**

Students will consolidate and extend their language skills and culture knowledge via the following topic areas:

### **Semester 1**

- **Perayaan dan Upacara (Celebrations & Ceremonies)** – *investigate the unique and wonderful traditions found in Indonesia. Why do the Balinese file the teeth of their teenagers? Why do the Tana Torajans sacrifice buffalos? All will be answered in this detailed study of the ceremonies and celebrations held in Indonesia.*
- **Pertukaran Siswa (an Exchange student)** – *what is it like to live in, and attend school in Indonesia? What would I need to organize before I leave Australia? What is the unique language and behaviors that are considered ‘sopan’ (polite) when living and working in Indonesia? All will be answered in this detailed study of moving to Indonesia for school or work.*

## **AND**

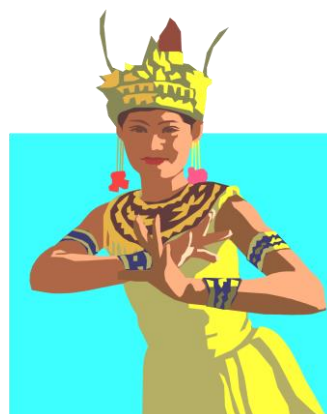
### **Semester 2**

- **Semoga cepat sembuh! (Get well soon!)** – *I think you will need to consult the ‘dukun’ (witchdoctor) for that ailment! Or maybe try some ‘jamu’ (Herbal medicine). This unit investigates the Indonesian healthcare system, including the modern and traditional ways of treating ailments.*
- **Desa dan Kota (Villages & Cities)** – *Is Indonesia all village life and traditional occupations? Did you know that Indonesia’s capital is a mega city with giant malls and skyscrapers? This unit compares and contrasts the traditional and modern lifestyles found in Indonesia with that of our Australian lifestyle.*

## **PATHWAYS TO:**

This unit leads to VCE INDONESIAN studies. It is strongly recommended that students wishing to undertake VCE INDONESIAN will have completed 2 x semesters of Indonesian during Year 10.

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# ITALIAN (half a year only)

**UNIT OFFERED:** Semester 1 **OR** Semester 2  
**CORE / ELECTIVE:** Elective  
**CONTACT PERSON:** Federica Cogni, Lucia Vannata, Antoinette Gregory

## COURSE AIMS:

Italian language and culture will be studied during this elective subject. This unit will emphasize communication skills and development, in addition to undertaking in-depth cultural studies of Italy.

## COURSE CONTENTS:

Students will consolidate and extend their language skills and cultural knowledge from a collection of the following topic areas:

### Semester 1:

- **Healthy Living** - subtopics include the Mediterranean Diet, Slow Food Movement, Blue Zones, differences between Italian and Australian lifestyle, impact of interpersonal relationships on people's health. This topic has interdisciplinary links to science, health and PE.

- **My Future** - subtopics include the changing world of work, future careers, women in the workforce, planning a gap year in Europe, university in Italy. This topic has interdisciplinary links to economics, sociology, geography and history.

### OR

### Semester 2:

- **Art Attack** - a snapshot of Italian art and architecture through the ages, contemporary Italian music, Italian regional folk music.

- **Planet Earth** - sustainability, important ecosystems in Italy and Australia, renewable energy, eco-friendly practices and environmental issues such as fast fashion and food waste, impact of pollution on human and animal populations.

## PATHWAYS TO:

These semester-long subjects are designed for students to gain language and cultural skills & knowledge for ONE semester in Year 10. This semester-long unit leads to VCE Italian studies at teacher's discretion. Students planning to continue with their Language studies at VCE should opt into the year-long Italian subject. Students are also welcome to enrol in both Italian subjects (year-long AND semester-long) concurrently.

# ITALIAN EXTENSION (full year) - VET Applied Languages

**UNIT OFFERED:** Full year (Semester 1 **AND** Semester 2)  
**CORE / ELECTIVE:** ELECTIVE (however both semesters must be completed for VCE Language studies)  
**CONTACT PERSON:** Lucia Vannata

## COURSE AIMS:

Belmont High School recognizes that high achieving and motivated students clearly benefit from studying a foreign language at VCE level. Year 10 VET Applied Languages - Italian Extension (full year) includes the study of language and culture. This unit will emphasize communication skills and development in preparation for the VCE, in addition to undertaking in-depth cultural studies of Italy.

## COURSE CONTENTS:

This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate in social and workplace situations in a language other than English (Italian), both in Australia and overseas.

The following nationally recognised VET units of competency will be covered, and the successful completion of these units will award a student with a CERTIFICATE II in Applied Languages (Italian):

- 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 in a language other than English



## PATHWAYS TO:

This unit leads to VCE ITALIAN studies. It is strongly recommended that students wishing to undertake VCE ITALIAN will have completed 2 x semesters of Italian during Year 10.



# 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 Mathematics; Year 10 Mathematics Methods; 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 Mathematics, Year 10 Mathematics Methods, Year 11 Mathematical Methods (and Year 11 Specialist Mathematics an advantage); Year 12 Mathematical Methods.

### PATHWAY THREE

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

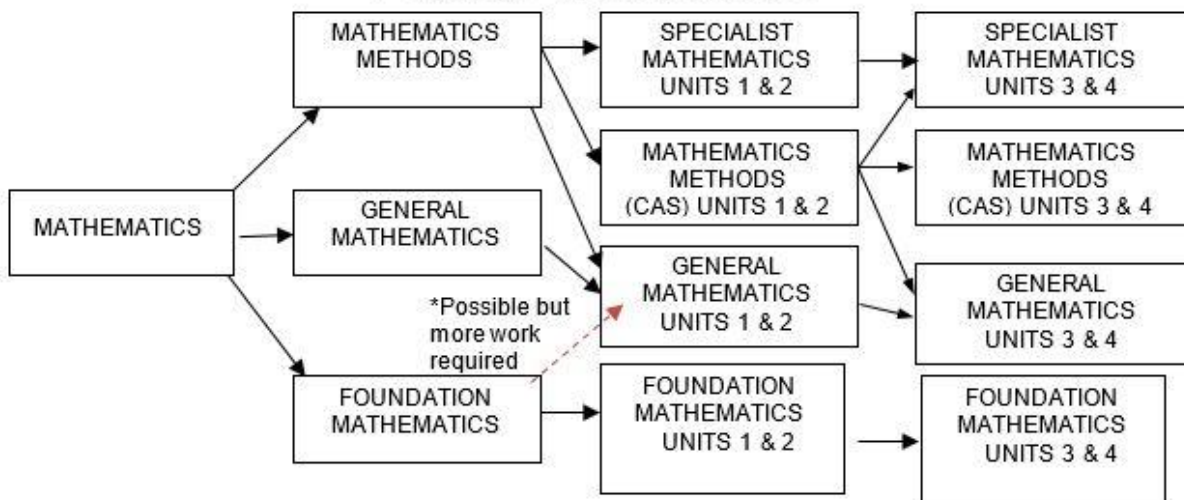
PATHWAY: Year 9 Mathematics, Year 10 General or Methods; Year 11 General Mathematics; Year 12 General Mathematics.

### PATHWAY FOUR

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

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

### Pathways in 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.

# Mathematics - Methods

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## Course Aims

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

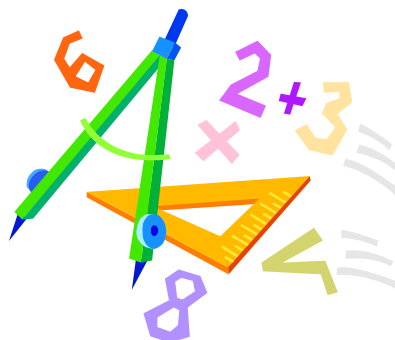
## Course Content

- 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
- 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.

## 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.

It is required that students have a **Casio ClassPad CAS calculator**, to prepare for VCE Mathematics as students continuing to VCE Mathematics (except Foundation Mathematics) are expected to have one.



# General Mathematics

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**Compulsory / Elective:**

**Duration:**

**Contact Person:**

Compulsory

Full Year

Ms Grace Evenden

**Periods per fortnight:** 10

## 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, Problem solving & Graphs,
- FINANCIAL ARITHMETIC: Simple and Compound Interest; Buying on credit; Income Tax; Depreciation
- MEASUREMENT: Surface Area and Volume of 3D objects.
- GEOMETRY: Polygon angle properties. Similar & Congruent Polygons
- PROBABILITY: Simulations, Experiments and Theoretical Probability.
- STATISTICS: Graphs, tables and calculations of Univariate Data and Introduction to Bivariate 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 skills in unfamiliar situations. Most assessment will be completed in class.

It is expected that students have a **Casio ClassPad CAS calculator**, to prepare for VCE Mathematics as students continuing to VCE Mathematics (except Foundation Mathematics) will be required to have one.

# Foundation Mathematics

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**Compulsory / Elective:**

**Duration:**

**Contact Person:**

Compulsory

Full Year

Ms Grace Evenden

**Periods per fortnight:** 10

## Course Aims

This unit is designed for students who intend to do Unit 1 and 2 Foundation Mathematics in VCE or no VCE Mathematics.

## Course Content

Throughout the year students will be presented with “Real World” application tasks that require them to build and apply on their Numeracy Skills as well as consolidating their ability to reason and problem-solve.

Students will also build on their understanding of the following Mathematical topics:

- STATISTICS: Graphs and tables and related Statistics
- GEOMETRY: Angles types and angles in triangles and some other shapes.
- MEASUREMENT: Perimeters, Areas, and Volumes of shapes and application of Pythagoras Theorem
- PERCENTAGES: Practical Applications such as Finance, Shopping, Quantities.
- ALGEBRA: Substitution into a rule and identifying patterns.
- NUMBER: Ratio; rates; basic real applications of ratio and proportion
- PROBABILITY: Experimental and realistic situations; gambling; odds
- FINANCIAL ARITHMETIC: Simple Interest and buying on credit, tax and budgeting

## Assessment

Skills practice and standard applications will be assessed by tests, application tasks and/or summary sheets. Projects, problem solving or modelling tasks will assess mathematical skills in unfamiliar situations.

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

# SCIENCE

## Biology

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Mrs C Taft		

This subject is a pathway to VCE Biology. (Students should not pick this unit if they are already taking VCE Biology.)

### Course Content

Students will examine the structure and functioning of cells. They look at how systems are made of different types of cells and study the mammalian endocrine, circulatory, digestive, excretory and respiratory systems including some malfunctions of those systems. Each system study will reference how cells in the system are specialised and organised (cells into tissues, tissues into organs and organs into systems). Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. **This will include a number of animal organ dissection investigations.**

### Assessment

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

## Chemistry

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Mrs M Hermanns		

This subject is a pathway to VCE Chemistry. (Students should not pick this unit if they are already taking VCE Chemistry.)

### Course Aims

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. They will investigate how properties of materials change at the very small scale.

### Assessment

A variety of tasks including a Scientific poster, practical reports, assignments and topic tests. The CATS will cover designing practical investigation and describing chemical reactions using equations and formulae.

# Environmental and Marine Studies

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<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Mr S Mackenzie		

This subject is a pathway to VCE Biology and VCE Environmental Science.

If you are into nature and the outdoors, but want to delve a little deeper and broaden your knowledge of how it works and how we can manage these resources then why not give Environmental and Marine Science a go!

Within this subject, we take a hands-on approach to learning; we swim with the dolphins to learn about eco-tourism, we go fishing to learn about invasive species and we gain a deeper understanding of the wildlife areas close to where we live.

Environmental and Marine Science is a one-semester unit that allows students to explore environmental issues, engage in problem solving, and take action on how we can improve the environment both locally and globally.

Therefore, whether you are interested in Environmental Science in VCE and beyond, have a passion for protecting Australia's unique wildlife or just want to spend some time outside of the classroom learning about nature then this is the class for you!

# Forensic Science

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<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Mr D. Healey		

## Course Aims

This subject allows students to extend their scientific skills and processes through investigations and case studies. Students will develop their understanding of a wide range of forensic techniques and how these are used to solve crimes and investigate accidents.

## Course content

Two main topics: Every contact leaves a trace and Forensics in the field.  
Ballistics, DNA, chemical analysis, fingerprinting, Blood typing.

## Assessment includes

A Scientific poster, a class presentation on how forensic was used to investigate a crime, practical reports and topic tests.

# Introduction to Psychology

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<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Mr P Cassidy		

## 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.
- Varying fields in psychology with a specific focus on sports psychology.
- The brain and the nervous system.

- Memory and learning.

Psychology is the scientific study of Behaviour and the Mind. Students will learn how to plan and conduct practical investigations using the scientific method. Students explore the varying fields of psychology including educational, environmental, forensic, health, sport, clinical, social, developmental and organisational psychology. They will learn about the brain and how the nervous system responds to the environment. The subject investigates the factors that influence the learning of new behaviours and the features and how to improve memory. The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities.

## Assessment

A variety of tasks including a Scientific poster, assignments, practical reports and tests.

## Horticulture (Enrichment)

<b>Compulsory / Elective:</b>	Compulsory for enrichment students only	<b>Periods per fortnight:</b>
<b>Duration:</b>	Whole year	5
<b>Contact Person:</b>	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 and 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.

## Physics

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>
<b>Duration:</b>	Semester	10
<b>Contact Person:</b>	Mr D McKenna	

This unit is a pathway to VCE Physics.

## Course Content

In this unit students will investigate questions such as: How is sound recorded and reproduced? What is the greenhouse effect? How do solar panels produce electricity? How do heavy objects fly? Is there life beyond the solar system?

## Assessment

A variety of tasks including a Scientific poster, practical reports, research projects and topic tests.

# General Science

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**Compulsory / Elective:**

**Duration:**

**Contact Person:**

Elective

Semester

Mrs C Taft

**Periods per fortnight:** 10

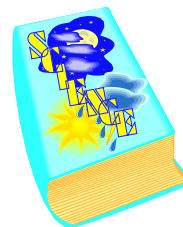
## Course Aims

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

## Course Content

The areas of study are:

- The History of Everything – Plate tectonics, Change Over Time and Genetics
- Rockets in motion – Energy transformations and Motion.



## Assessment

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

# HUMANITIES

## Legal Studies

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Ms R Pugh		

### Course Aims

This unit aims to provide students with an understanding of democracy and the Australian parliamentary system. It enables students to see how the media influences political opinions, democracy and attitudes towards diversity. Students explore global politics, human rights and the United Nations. Through an investigation of real life court cases, students develop an understanding of the Australian Constitution, the court system and the High Court.

### Course Content

- Features of the Australian parliament
- Parliament and Law-making
- Protections of Australia's democracy
- How citizens develop their political choices
- Threats to democracy
- The Australian Constitution
- United Nations
- Human Rights
- Australia's international legal obligations
- High Court



### Assessment

A range of Assessment from the following:

- Oral presentations
- Tests
- Case Studies

## Accounting and Business

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Ms J Scannell, Ms M Sutherland		

### Course Aims

This subject aims to develop student financial literacy through budgeting exercises. They will learn to manage financial risk and reward by playing the Australian Stock Exchange 'Sharemarket Game', while investigating multiple other forms of investment including property and small business. In addition, students will learn to describe the structure and functions of business and analyse real world issues that must be considered to operate successfully. They will explore the Australian and global economy and future work opportunities while developing their own management skills. Students will be given the opportunity to participate in a range of in/excursions throughout the semester to put what they learn into practice. This is a subject that will help students develop the skills needed to be financially independent regardless of whether they want to pursue Accounting or Business as a career.

### COURSE CONTENT

- Budgeting
- Taxation
- Credit
- Investment
- Business Ownership
- Management Skills
- Consumerism



## Assessment

Assessment will incorporate activities that offer opportunity to a variety of learning styles including:

- Microsoft Excel budgets
- Online games and quizzes
- Written book work and notes based on case studies
- Common Assessment Tasks at the end of each term

## Geography

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Mr C Thompson		

## Course Aims

This class will cover both Human and Physical Geographies. The most essential aim of this class will be the understanding of how Geography can have a major impact on the improvement of the planet on which we live. Investigations that will take students out of the classroom and into the field, and will help them understand how Geography studies help feed us, lessen the divide between rich and poor, solve water shortage and understand the needs of different cultures. Students are encouraged to get out of the classroom and experience the environmental studies first hand.

## Course Content

- Changing and managing the environment
- Coastal change and management
- Several excursions and fieldwork trips to coastal and river areas
- Studies of different life for people from different parts of the world
- Inequalities in wellbeing

## Assessment

- Short response to various stimulus, including film, photos and text
- Fieldwork report
- Analysis of case studies

## History

<b>Compulsory / Elective:</b>	Compulsory	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Mr C Thompson		

## 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. Our course will investigate specific events such as the Holocaust in Nazi Germany, Kokoda, the White Australia policy and many more. We will also investigate the causes of the refugee crisis, and the effects it has on Australia. The 20<sup>th</sup> 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 and crime against humanity

- The Holocaust and Nuremberg

#### Study 2: Migration

- White Australia Policy
- Attitudes and policies towards Asylum Seekers and Refugees
- Global changes and terrorism

### **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, extracts, films, photographs, etc
- Short response
- Research assignments
- Essays
- Informal presentations

\*Students will need to be able to access their laptop at all times to use the Internet for research assignments and must always have printing credits.

# TECHNOLOGY: Digital Technologies

## Computing: Web and Applications

<b>Compulsory / Elective:</b>	Elective	<b>Periods per fortnight:</b>	10
<b>Duration:</b>	Semester		
<b>Unit Offered:</b>	Semester 1 or 2		
<b>Contact Person:</b>	Ms K. Butler		

### Course Aims

We are living in a highly technological world, where access to information and entertainment is at our fingertips via the World Wide Web. Want to learn how to be a creator, not just a consumer of Internet content? Curious how the technology behind the Internet works?

In this course, you will gain skills in designing and developing your own interactive websites using HTML/CSS coding, and web authoring software, Adobe Dreamweaver. You will explore a range of multimedia software to support the design of multimedia elements, such as graphics for your web pages. You will investigate digital systems that support the management and security related to data collection and transfer over the web. You will learn how to design and develop databases and spreadsheets as a way of storing, manipulating and visualising data for real-life purposes.

Entering a digital workforce means digital literacy is a highly sought after skills for jobs of the future. Studying Web and Applications is great to include on your CV and can support your pathway in many different industries. It will also prepare you for VCE Computing.

### Course Content

- Coding and styling web pages in HTML and CSS
- Adobe Dreamweaver to create professional looking web pages
- Analysing website requirements
- Design tools for planning websites e.g. site maps and story boards
- Web design principles and best practice to ensure effective design
- Image manipulation software such as Photoshop/Fireworks to produce and optimise web graphics
- Techniques for testing website functionality
- Evaluating aspects such as user-friendliness of own and other's website solutions
- Role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- Data collection tools and techniques, such as forms to gather data
- Spreadsheets as a tool to analyse and visualise data in the form of charts, pivot tables.
- Databases to store and manipulate data, and output useful information.
- Applying protocols and legal practices to support safe, ethical and respectful communications and collaboration

### Assessment

- Digital Folio of tasks – digital solutions (web pages, spreadsheets and databases)
- Designs
- Collaborative and problem solving tasks
- Quizzes and worksheets
- Self and peer assessment
- Common Assessment Task

# Computer Software Design

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**Compulsory / Elective:**

**Duration:**

**Unit Offered:**

**Contact Person:**

Elective

Semester

Semester 1 or 2

Ms K Butler

**Periods per fortnight:** 10

## Course Aims

Bill Gates says “Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains.”

This course is designed to develop and extend your ability to make effective use of computers by solving real-world problems through coding. You will understand the concepts of object-oriented programming, through learning languages such as Python and Javascript. You will learn to develop modular programs using an object-oriented programming language, to be used for a range of platforms e.g. desktop/mobile/tablet/robot. You will also gain skills in defining problems and considering the requirements of a solution. You will refine your ability to write an algorithm as a way of solve a problem and learn to design a user friendly interface with a range of controls, as the front-end of your solution. You will learn to debug and test programs so that they are error-free and meet the needs of your client. You will be given opportunities to collaborate and evaluate your software solutions, based on a set of criteria to ensure success.

Entering a digital workforce means coding is a highly desired skill for jobs of the future. Studying Software Design is fantastic to include on your CV, demonstrating thinking and problem solving skills applicable to many industries. It will also prepare you for VCE Computing.

## Course Content

- Object-oriented coding
- Developing interactive programs including: sequence, repetition and branching structures, data types and structures, sub-procedures/functions/methods and properties.
- Algorithm design using diagrams e.g. flowcharting and structured English (pseudocode)
- User interface design e.g. annotated mock-ups and layout diagrams
- Analysing program requirements
- Testing and evaluating programs
- Physical computing e.g. robotics and electronics
- Digital systems to support and enhance coding

## Assessment

- Digital Folio of Programming Solutions
- Quizzes and worksheets
- Collaborative and problem solving tasks
- Self and peer evaluations
- Digital Solution