



YEAR 10
STUDENT COURSE
MANUAL
2019

A Vibrant Life

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YEAR 10 CURRICULUM 2019

Year 10 at Sacred Heart College is the final year of a general course for all students, and provides the ideal time for students to explore a wide range of subject options. There is a core curriculum consisting of Religious Education, English, Mathematics and Science. In addition, a semester of either History or Geography must be selected. Students will also select from VCE Industry and Enterprise Unit 1, which gives students a credit towards the VCE if satisfactorily completed, or the Vocational Education & Industry Program (VEIP). The latter is a weekly placement in a business or other workplace in the community. In addition all students must study at least one unit (one semester) of Physical Education / Health and the remaining 3 units are selected by the student from any area of the curriculum, allowing each student to tailor a course to their own interests and talents.

There is an opportunity for some students to accelerate into a VCE subject. Acceleration provides high achieving students with the opportunity to extend their academic learning by undertaking a VCE level subject in Year 10, followed by studying that subject at Year 12 level while the student is in Year 11.

All students undertake Structured Workplace Learning, attend Mock Interviews and participate in Reflection Days, a camp, and excursions.

Whichever subjects Year 10 students undertake, our emphasis is on enabling them to do their personal best and respond to the rigorous program of learning within each subject. To this end, there are semester examinations in all subjects. These examinations enable students to consolidate their learning throughout the semester, bringing together the work on individual assessment tasks from earlier in the semester. The examinations are also important preparation for Years 11 and 12, especially Year 12 where the examinations are externally set and marked for VCE studies and some VET areas. By undertaking examinations in Year 10, students develop skills in on-going revision, working to time and thinking clearly.

It is important that Year 10 students and their families are aware from the beginning of the year of the need for students to satisfactorily complete all subjects if they are to have a wide range of choices in Years 11 and 12.

This is an exciting time for students; they are beginning to think of their future careers and to experience the world of work. They are consolidating areas of learning from previous years and experimenting in new areas through electives.

ACCELERATION FOR HIGH ACHIEVING STUDENTS

Some Year 10 students need an extra academic challenge and are ready to study at least one unit of a Year 11 VCE subject. With the Year 10 -12 timetables aligned, it is possible for a selected group of students to choose from a range of Year 11 studies as one of their electives. Please note that this range of subjects will vary from year to year and depends on the availability of places and VCAA entry recommendations.

Students need to have achieved the following:

- An average of 80% + in a minimum of four subjects*
- Work Habits that are 'good' or better in all subjects
- Victorian Curriculum levels that are 'At Standard' or higher

The subject into which the student wishes to accelerate must be similar to at least one of these subjects. For example, if a student wishes to accelerate into Units 1 & 2 Biology while in Year 10, their results for Year 9 Science should be at an 80%+ average.

Where the subject into which the student wants to accelerate is not studied at the lower level (e.g. Legal Studies), then subjects that would have similar skills will be considered.

Students who meet these criteria can apply for acceleration if they wish to do so. Their applications will be assessed by the Director of Curriculum in collaboration with the relevant Year Level Leader and Learning Area Leader as well as the Deputy Principal – Learning and Teaching.

Students who wish to accelerate into two or more subjects must apply directly to the Director of Curriculum who will meet with relevant subject teachers and the student to consider the request and make a recommendation to the Deputy Principal Learning and Teaching who will decide on the outcome.

Students who were enrolled in an accelerated subject while in Year 10 will still have to meet the same acceleration criteria in order to accelerate in Year 11 – even if it is accelerating into Units 3 and 4 of the same subject.

In some cases, students who do not exactly meet these criteria may apply to the Director of Curriculum, however they will need to explain why they were unable to meet the selection criteria. After consultation with the year Level Leader and/or relevant subject teachers, the Director of Curriculum will make a recommendation to the Deputy Principal – Learning and Teaching who will decide on the outcome.

VOCATIONAL EDUCATION & INDUSTRY PROGRAM (VEIP)

VEIP is a program selected from the core Year 10 subjects, which has been developed at Sacred Heart College, allowing students to undertake weekly Structured Work Place Learning (SWL) arrangements whilst continuing their studies.

Catholic Insurance provides a \$10,000,000 cover for all students on work placement. Employers are required to pay a minimum of \$5 per day. Whilst on a Structured Work Placement students undertake competency-based learning. The employer and Applied Learning Leader create a competency-based Assessment Sheet which is completed at the end of each month to monitor and record the student's progress. Some students may be required to undertake the Construction Industry Card Training prior to commencing their Structured Work Placement, depending on the industry.

Students will also be enrolled in VCE Unit 1 Industry & Enterprise. This unit will require students to:

- Develop negotiating skills
- Communicate workplace information
- Work with others
- Present and apply workplace information
- Participate in OHS processes
- Participate in a practical placement
- Work in a team
- Work with colleagues and customers
- Work in a socially diverse environment (co-assessed with unit Work with colleagues and customers)
- Prepare a résumé
- Explore careers with Career Voyage
- Undertake Mock Interviews

STEPPING UP FROM YEAR 10 TO YEAR 11

INTRODUCTION

It is important that students who plan to proceed to Year 11 have met minimum standards in their learning, whether they are headed for VCAL, VET or VCE subjects.

Each of these post-compulsory courses assumes that students have attained and demonstrated at least:

- appropriate levels in Literacy and Numeracy
- a sound knowledge base in studies which they intend to pursue at the higher level
- a sense of responsibility and independence in learning
- a sound work ethic
- positive, cooperative behaviour and sound personal management practices
- a minimum attendance rate of 80%

HOW CAN READINESS FOR STEPPING UP BE IDENTIFIED?

Each student's semester results, as reflected in the semester reports, are the clearest indicator of a student's progress. The report confirms whether the student has achieved the outcomes for each subject, the Victorian Curriculum Standard is attained and the quality of work completed for each assessment task is satisfactory. If a student has not worked to potential and / or experienced any areas of difficulty, these concerns should also be stated in the report.

Current teacher recommendations are also considered to ascertain a student's suitability for entry into Year 11.

PRE-REQUISITES FOR STUDY AT YEAR 11

- Satisfactory completion (refer above) of every Year 10 subject that a student is planning to take at Year 11 level.
- The ability to put together a viable course of study for Years 11-12
- Students entering VCAL must attend an interview with their parents and Applied Learning Leader. The same interview process may be used for other studies if necessary.
- Students whose work is consistently below the expected standard in any subject or whose behaviour disrupts others' learning in Semester One Year 10, will receive a letter early in Term 3. Following this is an interview with the student and their parents, the Year Level Leader and Director of Transition and Curriculum to map out a strategy and program for improved study/ performance in Semester Two. A further interview will be required later in the same term.

STUDENTS WHO DO NOT MEET THESE PRE-REQUISITES

Students whose progress has not met all the course requirements will be required to attend a meeting with their parents and the Director of Transition and Curriculum and Deputy Principal of Learning and Teaching to discuss their options.

STUDIES IN YEAR 10 - 2019

1. All students will undertake the following Core Units:
 - Religious Education (whole year)
 - English (whole year)
 - Mathematics: Advanced **or** Standard **or** Foundation (whole year)
 - Science (whole year)
 - VCE Industry & Enterprise Unit 1(one semester) **or** VEIP (whole year)

2. All students must select a semester length study of either History or Geography.

3. All students must undertake one Health and Physical Education semester study, and no more than two, from the following:
 - Health & Human Development
 - Physical Education
 - Outdoor and Environmental Studies Units 1/2 – VCE (whole year)
 - Certificate II in Outdoor Recreation (year-long subject)
 - Certificate III in Sport & Recreation (2 year subject)

4. All students will undertake three other semester - length studies from the following:

○ Automotive (REV heads)	○ Outdoor & Environmental Studies Units 1/2 VCE (year-long subject)
○ Commerce	○ Physical Education
○ Design and Technologies - Microelectronics	○ Studio Arts
○ Design and Technologies - STEM	○ Textiles
○ English Language	○ Theatre Studies
○ English Literature	○ Visual Communication
○ Geography	○ Certificate II in Horticulture (year-long subject)
○ History	○ Certificate II in Hospitality (year-long subject)
○ Health & Human Development	○ Certificate II in Information, Digital Media and Technology
○ Languages: French (year-long subject)	○ Certificate III in Music (2 Year subject)
○ Languages: Japanese (year-long subject)	○ Certificate II in Outdoor Recreation (year-long subject)
○ Media	○ Certificate III in Sport and Recreation (2 year subject)
○ Music Performance	

Some electives may not run due to the shortage of interested students

SUBJECT SELECTION CHECK LIST

Students will complete their options online using Web Preferences. Once complete, return a printed copy of the receipt, which includes preferences, to the Homeroom Teacher by Wednesday 29 August.

Subject Selection Check List

1. The receipt form is signed by a parent/guardian
2. The core subjects: English, Mathematics (Advanced, Standard, Foundation levels), Science and History or Geography have been selected.
3. VCE Industry and Enterprise (one semester) or Vocational Education and Training- VEIP (two semesters) have been selected. Prior to selecting VEIP, the student and their parents must have discussed this option with Mr Chris White, VET Coordinator.
4. One Health or PE subject/elective (and no more than two).
5. The remaining electives have been chosen. Year length subjects take up two elective spaces.
6. Two reserve subjects/electives have been included.

LEARNING PATHWAYS



VCE

**VICTORIAN
CERTIFICATE OF
EDUCATION**

Usually 20–24 units,
90 different studies
available



VCAL

**VICTORIAN CERTIFICATE
OF APPLIED LEARNING**
Literacy and Numeracy Skills,
Industry Specific Skills, Work
Related Skills, Personal
Development Skills



**VET / APPRENTICESHIPS AND
TRAINEESHIPS**

VCE VET, School-based
Apprenticeships and
Traineeships, other VET
Certificates

TRAINING
(TAFE or school,
industry, RTO, ACE)

**STRUCTURED
WORKPLACE
LEARNING**

**COMPLETION
OF VCE**

**COMPLETION
OF VCAL**

EMPLOYMENT/APPRENTICESHIP/TRAINEESHIP WORKPLACE LEARNING

TAFE CERTIFICATE II/III/IV, DIPLOMA, ADVANCED DIPLOMA

UNIVERSITY

CORE STUDIES

RELIGIOUS EDUCATION

SUBJECT RATIONALE

- To provide each student with opportunities to encounter the Christian Gospels
- To support each student in the development of their spiritual identity, and the formation of their faith
- To enrich each student's understanding of the history, tradition and rituals of the Catholic Church
- To equip each student with the knowledge and understanding to navigate a multi-religious society
- To foster each student's understanding of their personal and social responsibilities as they grow into adulthood
- To contribute to the overall formation of each student, and to assist them to "transform knowledge into wisdom of life" (Pope Benedict XVI)

WHAT IS STUDIED?

Inquiry Unit 1: Suffering and Resurrection

What is suffering? Why do we suffer? Where is God in suffering? How do we respond to suffering: global; nationally; locally? How suffering is portrayed in the Gospels? What is the connection between suffering and resurrection?

Inquiry Unit 2: Working for Justice

What is injustice? How do we feel when we encounter injustice? What leads to issues of environmental, economic and social injustice in our world? How does the Catholic Church respond to environmental, economic and social injustice? How can I act as an agent of hope and positive change in my own community?

Inquiry Unit 3: Religions in our World

What constitutes a religion? What shape and purpose does religion have in people's lives? What are the religious beliefs in our communities: our classroom; our local area; our nation? How do the major religions of the world recognise and respond to each other? What do these belief systems have in common and how do they differ? How does the Catholic Church recognise and respond to other religions?

Inquiry Unit 4: Morality

What is morality? How do we make ethical decisions and moral judgements? What is a conscience? What and who do we draw upon to develop our conscience? How do we respond to moral dilemmas? How can the scriptures and the teachings of the Church serve to inform our moral development?

WHAT TYPE OF WORK IS DONE?

- Socio-historical research and investigations
- Imaginative responses to scriptural texts
- Analytical responses to scriptural texts
- Hypothetical scenarios
- Film response tasks
- Comparative research tasks
- Case study response tasks

As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies and the Year 10 Reflection Day

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Religion and Society Unit 1 (Year 11)

Religion and Society Unit 2 (Year 12)

OR

Texts and Traditions Units 1 and 2 (elective in Year 11)

Texts and Traditions Units 3 and 4 (elective in Year 12)

ENGLISH

SUBJECT RATIONALE

This is a compulsory component of Year 10, which involves the study of language, literature and a range of other texts, including films and visual texts. Students should expect to refine and improve their literacy skills through creative, analytical and persuasive writing tasks. This learning provides the foundation for study across all curriculum areas.

Participation in many aspects of Australian life depends largely on effective communication in Standard Australian English. Australians also participate in a global environment in which proficiency in English is valuable. English also plays an important part in developing the understanding and capabilities of young people who will take responsibility for Australia in the future.

WHAT IS STUDIED?

Semesters One and Two

- **English Language**
- **Literature**
- **Literacy**

Texts studied will be:

- A range of media texts
- A wide range of poetry, short stories, novels, non-fiction texts and film texts.

WHAT TYPE OF WORK IS DONE?

- **Reading** (including viewing)
- **Writing**
- **Speaking & Listening**

For example:

- Reading, analysing and comparing texts.
- Researching, drafting and presenting persuasive speeches on current issues in the media
- Study of how arguments are constructed and language is used to persuade

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Note: VCE students must complete three units of English, including English Units 3 & 4. There are three VCE English courses that you can choose from: (see below)

VCE English Units 1 - 4

VCE English Language Units 1 - 4

VCE Literature Units 1 - 4

The strengthening of reading, speaking and writing skills across the curriculum.

MATHEMATICS – ADVANCED LEVEL

SUBJECT RATIONALE

Mathematics is fundamental to the functioning of society.

The Year 10 Mathematics - Advanced Level course provides preparation for students wishing to study Mathematics in Years 11 and 12, particularly Mathematical Methods and Specialist Mathematics. The course aims to extend students' skills and knowledge in: the Mathematical Content Strands of Number and Algebra, Measurement and Geometry and Statistics and Probability; the Proficiency Strands of Understanding, Fluency, and Problem Solving and Reasoning.

A TI – Nspire (CAS) calculator is a pre-requisite for Year 10 Mathematics. It is assumed that students have access to a TI – Nspire (CAS) calculator in examinations and tests. Selection into this course is based on student results and teacher recommendation. Student's progress will be monitored to ensure that they are working at the appropriate level.

WHAT IS STUDIED?

- Mensuration
- Exponents and their relatives
- Extension and practical problems in Trigonometry and Geometry
- Linear and Non Linear Relationships
- Parabolas and Quadratics
- Modelling non routine situations
- Proof by Induction - Geometry in Circles
- Number Systems
- Probability
- Algebraic Techniques
- Indices and logarithms

WHAT TYPE OF WORK IS DONE?

- Unit Tests
- Examinations
- Problem solving Tasks
- Application Tasks
- Bookwork
- Homework Exercises

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of Year 10 Mathematics – Advanced Level is a prerequisite for the VCE Mathematics subject of Mathematical Methods and Specialist Mathematics in Year 11.

MATHEMATICS – STANDARD LEVEL

SUBJECT RATIONALE

Mathematics is fundamental to the functioning of society.

The Year 10 Mathematics- Standard Level course provides preparation for students wishing to study General Mathematics in Years 11 and 12. The course aims to extend students' skills and knowledge in the Mathematical Content Strand of Number and Algebra, Measurement and Geometry, Statistics and Probability and the Proficiency Strands of Understanding, Fluency, and, Problem Solving and Reasoning.

A TI – Nspire (CAS) calculator is a pre-requisite for Year 10 Mathematics. It is assumed that students have access to a TI – Nspire (CAS) calculator in examinations and tests.

Selection into the course is based on student results and teacher recommendation. Student's progress will be monitored to ensure that they are working at the appropriate level.

WHAT IS STUDIED?

- Probability
- Mensuration
- Practical problems in Trigonometry and Geometry
- Linear Equations and Graphs
- Number Systems
- Financial Mathematics
- Algebraic techniques
- Statistics

WHAT TYPE OF WORK IS DONE?

- Unit Tests
- Examinations
- Problem Solving Tasks
- Application tasks
- Bookwork
- Homework Exercises

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of Year 10 Mathematics – Standard Level is a prerequisite for the VCE Mathematics subject of General Mathematics.

MATHEMATICS - FOUNDATION LEVEL

SUBJECT RATIONALE

Mathematics is fundamental to the functioning of society.

The Year 10 Mathematics - Foundation Level course provides preparation for students wishing to increase their personal confidence, skills and understanding of Mathematics and Technology. There is an emphasis on the practical applications of Mathematics.

The areas of study include the Victorian Curriculum strands of Number and Algebra, Measurement and Geometry, Statistics and Probability, and the Proficiency Strands of Understanding, Fluency, and, Problem Solving and Reasoning.

Selection into this course is based on student results and teacher recommendation. Students who are recommended for this course will not be able to complete a VCE Mathematics. However, they may commence at this level and then progress to the Standard level with diligence and application. Student's progress will be monitored to ensure that they are working at the appropriate level.

A TI – Nspire (CAS) calculator is a pre-requisite for Year 10 Mathematics. It is assumed that students have access to a TI – Nspire (CAS) calculator in examinations and tests.

WHAT IS STUDIED?

- Probability and Statistics
- Mensuration
- Practical problems in Trigonometry and Geometry
- Linear Relationships
- Money and Time
- Business and Financial Mathematics
- Estimation and Approximate Strategies

WHAT TYPE OF WORK IS DONE?

- Unit Tests
- Worksheets
- Practical Problem Solving Tasks
- Bookwork
- Homework Exercises
- Examinations

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of the Year 10 Mathematics – Foundation Level course allows students to undertake VCAL Numeracy Skills in Year 11 and 12 as part of their VCAL certificate or VCE Foundation Mathematics Units 1 & 2 at Year 11.

SCIENCE

SUBJECT RATIONALE

Science at Year 10 is studied by all students for the entire year.

The world of the 21st century is an increasingly scientific world. Being able to consider our world from a scientific perspective broadens our understanding and enables us to make informed choices. Many decisions affecting society that have been or will be made are a result of scientific discoveries or problems requiring a scientific approach. In this subject, students apply scientific methodology to evaluate and interpret data. Subject content will also focus on building scientific knowledge and developing analytical thinking skills. Students consider the impact of science in society and the manner in which science is reported in the media.

Studying this subject is a prerequisite for any of the VCE Sciences:

- Biology
- Chemistry
- Physics
- Psychology

WHAT IS STUDIED?

Students will study units from the following branches of Science:

- **Biological Sciences**
Students will learn that the transmission of heritable characteristics from one generation to the next involves DNA and genes. They will discover that the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
- **Chemical Sciences**
The atomic structure and properties of elements are used to organise them in the periodic table. Different types of Chemical reactions are used to produce a wide range of products and can occur at different rates.
- **Earth and Space Sciences**
Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere. The Universe contains features including galaxies, stars and solar systems; the Big Bang Theory can be used to explain the origin of the Universe.
- **Physical Sciences**
Energy flow in the Earth's atmosphere can be explained by the processes of heat transfer. The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics.

As well, students develop questions and hypotheses, and independently design and improve investigations. They will look at advances in science and emerging sciences and technologies, and how they can significantly affect people's lives.

WHAT TYPE OF WORK IS DONE?

- Experimental work
- Exploration of science issues
- Analytical questions
- Scientific reporting
- Research and investigations
- Presentations
- Group work
- Examinations and tests

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject is useful for any career which requires an objective view of applying scientific knowledge. Satisfactory completion of Science is a prerequisite for the VCE Science subjects of Biology, Chemistry, Physics and Psychology.

VCE INDUSTRY AND ENTERPRISE UNIT 1

SUBJECT RATIONALE

VCE Industry and Enterprise provides students the opportunity to develop both personal and work-related skills through structured workplace learning. It encourages students to develop appropriate attitudes and behaviour allowing them to recognise opportunity, manage risks and mobilise resources in relation to community and work settings. Students also prepare a letter of application, resumé and key skills criteria which are used for their Mock Interview.

VCE Industry and Enterprise enables students to develop personal career goals and plan career pathways. It encourages the development of enterprising behaviour through interactions in personal, work, social and community settings.

WHAT IS STUDIED?

Unit 1 is broken down into three main areas

Contributing to the workforce

- Preparation for Structured Work Placement
- How to create a resume, write a letter of application, write a key selection criteria
- Preparation for Mock Interview

Developing work-related skills

- Career Research
- Trends in the labour market

Workplace Effectiveness

- Workplace Rights and Responsibilities and Workplace Issues
- Occupational Health and Safety
- the role of unions in the workplace and equal employment opportunity

WHAT TYPE OF WORK IS DONE?

- Case studies on Workplace Rights and Responsibilities.
- Group presentation on a Workplace Issue.
- Complete exercises on various employability skills
- Career Research Assignment, which includes using the Career Voyager Program and the opportunity for students to explore career areas and the subjects required to enter these fields.
- Mock Interview Application - requires students to create a resume, key selection criteria document and a formal letter of application.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject helps students to understand, develop and demonstrate work-related skills in order to participate effectively within local and global settings. It also contributes to developing personal career goals and pathway. Finally students will learn to construct the necessary documentation required for an interview. This knowledge combined with the constructive feedback they will receive from their Mock Interview experience will help provide a sound preparation for future job applications.

Industry and Enterprise is also a VCE subject, which provides a valuable opportunity to prepare students for their VCE, and provides a single unit credit towards VCE and VCAL.

ELECTIVE STUDIES

AUTOMOTIVE - (REV heads)

SUBJECT RATIONALE

Automotive is a semester based subject. It has a theory and practical component which focuses on the principals of the four stroke cycle. It will provide the opportunity for students to learn about small engines, use welding equipment, wire up electrical systems and test and diagnose engine components. The knowledge gained can be used in real life situations and can be a foundation for a Vocational VET Certificate II in year 11 & 12.

WHAT IS STUDIED?

- Dismantle and assemble engines
- Diagnostic skills
- Electrical systems
- Welding basics
- Testing engine systems
- Electronic Circuits

WHAT TYPE OF WORK IS DONE?

- Assembling and disassembling engines
- Diagnosing engine problems
- Working with electrical systems
- Basic welding
- Testing engine components
- Using tools and equipment
- Repairs to vehicles
- Making and testing electronic circuits

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Apprenticeship
- Automotive Mechanics
- Automotive Electrician
- Parts Interpreting
- Heavy Vehicles
- Light Engines
- Engine Reconditioner
- Marine Mechanics
- Further study at TAFE
- Certificate II in Automotive Studies (VET)

Commerce

The Money Tree (and other myths)

SUBJECT RATIONALE

In Year 10 Money Tree students are introduced to topics with specific links to VCE subjects; including Politics, Legal Studies, Economics and Business Management. The subject is divided into two broad topics:

- **Economics and Business:** incorporating Resource Allocation, Consumer and Financial Literacy, The Business Environment, Enterprising Behaviours and Capabilities, and Economic Reasoning and Interpretation
- **Civics and Citizenship:** incorporating Government and Democracy, and Law and Citizens

Students investigate features of Australia’s political and justice system and its economy. They learn the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. Students discuss the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. They compare and evaluate the key features and values of systems of government, and analyse Australia’s global roles and responsibilities. Students analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system.

WHAT IS STUDIED?

Australia’s System of Government
 Australia’s Legal & Justice Systems
 Financial Literacy
 Consumer Law
 Enterprise & Entrepreneurialism
 Introduction to Economics

WHAT TYPE OF WORK IS DONE?

- Inquiry based research tasks
- Case studies
- Structured questions and analysis
- Participation in the Share Market Game
- End of Semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Economics Units 1 - 4
 Business Management Units 1 – 4
 Australian and Global Politics Units 1 – 4
 Certificate II in Business Administration (VET)
 Legal Studies Units 1 – 4

Careers and tertiary opportunities in Accounting, Business, Banking and Finance, Law, and Politics.

DESIGN AND TECHNOLOGIES

MICROELECTRONICS

SUBJECT RATIONALE

This elective subject builds upon the knowledge that the students have gained in earlier years in robotics, technology and science. Microelectronics would see students use electrical fundamentals to create simple, proto type products and complete the construction of an electronic circuit board.

WHAT IS STUDIED?

- Students learn to develop designs briefs that include considerations and constraints and undertake research relevant to the design brief.
- Students will also learn how to implement a range of production processes using tools, equipment and machines safely.

WHAT TYPE OF WORK IS DONE?

- Use the design process to produce a model.
- Construct circuit boards
- Program microprocessors using Picaxe controller
- Use soldering irons and test equipment.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students will continue to learn to develop essentials skills that are required in today's technological world.

Further study at a university or TAFE in the design process, programming and Engineering.

DESIGN AND TECHNOLOGIES STEM

SUBJECT RATIONALE

This elective subject builds upon the knowledge that the students have gained in earlier years in wood technology, robotics and science. It would see students use the design principal and electrical fundamentals to create simple, proto type products.

The subject appeals to students who:

- Like designing and making things
- Seek to demonstrate skills and knowledge in tools and equipment
- Seek to demonstrate skills and knowledge in the use of wood and materials

WHAT IS STUDIED?

- Students learn to develop designs briefs that include considerations and constraints and undertake research relevant to the design brief.
- Students will also learn how to implement a range of production processes using tools, equipment and machines safely.

WHAT TYPE OF WORK IS DONE?

- Use the design process to produce a model.
- Use timber and other materials to construct your model
- Assembling joints and products using gluing and clamping, nailing and screwing
- Use soldering irons to build your circuit board
- Create cutting list and production plans

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students will continue to learn to develop essentials skills that are required in today's technological world.

Further study at a university or TAFE in the design process, programming and Engineering.

- Certificate II in VET Building and Construction at year 11 and 12
- Certificate II in VET Automotive at year 11 and 12

ENGLISH LANGUAGE

SUBJECT RATIONALE

Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. This subject is a linguistics based study that enables students to develop their knowledge and understanding of the complexities and intricacies of the English Language. Students will be introduced to the subsystems of language: phonetics, phonology, morphology, lexicology, syntax and semantics. They will study the history of English as well as examining its role in modern Australian society.

The study of English Language:

- helps to develop skills required in English, a compulsory subject, and also other subjects such as History
- can be utilised to satisfy the compulsory English requirement at VCE level
- provides enjoyment to students who love language and exploring the complexity of grammar and meaning within texts

WHAT IS STUDIED?

- The subsystems of language
- Context, audience, register and purpose in relation to specific texts
- Historical influences on the English language
- An introduction to the formality continuum
- Australian identity

WHAT TYPE OF WORK IS DONE?

- Expository essays
- Close text study and analysis
- Class and group discussions
- Oral presentations
- Research tasks

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The subject leads to VCE Units 1 - 4 in English Language.

ENGLISH LITERATURE

SUBJECT RATIONALE

This subject enables students to develop effective reading strategies. Students examine ideas and views of life that are presented in the literature studied and draw comparisons with the world around them today. Students are encouraged to broaden their experiences of texts. The study of Literature encourages independent and critical thinking skills, which will assist students in the workforce and in future academic study.

The study of Literature:

- helps to develop skills required in English, a compulsory subject, and also other subjects such as History, Media Studies and Studio Arts
- can be utilised to satisfy the compulsory English requirement at VCE level
- provides enjoyment to students who love reading and exploring the worlds created within texts

WHAT IS STUDIED?

- A wide range of texts including novels, poetry and short stories, plays, essays, films
- Authors' contexts

WHAT TYPE OF WORK IS DONE?

- Analytical and comparative essays
- Close text study
- Creative writing responses
- Class and group discussions
- Oral presentations
- Reading and viewing

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The subject leads to VCE Units 1 - 4 in English Literature, English Language and English. All three studies enable students to satisfy the compulsory English component of a VCE Certificate.

GEOGRAPHY

SUBJECT RATIONALE

In Year 10 Geography, students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications, and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection. There are two sub-strands covered in Year 10 Geography, Geographies of human wellbeing and Environmental change and management.

WHAT IS STUDIED?

Environmental change and management focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.

A two day fieldwork trip will be undertaken as part of this topic.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

WHAT TYPE OF WORK IS DONE?

- Mapping and graphing activities utilising spatial technologies
- Data analyses
- Fieldwork reports
- Examination of case studies and media articles
- Discussion of global issues
- Research reports
- Semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The study of Geography leads directly to VCE Geography Units 1-4 and complements areas studied in Health & Human Development, Biology and Outdoor and Environmental Studies. This subject leads to a wide variety of careers and courses in the following areas:

Climatology, Conservation, Disaster Management, Earth Sciences, Emergency Services, Urban and Town Planning, Environmental Management, Engineering, International Development, Geographical Information Systems (GIS), Outdoor Education, Natural Resource Management, Teaching, Park and Research Management, International Affairs, Geology, Oceanography, Tourism and Ecotourism, Recreation and Surveying.

HISTORY: The Modern World and Australia

SUBJECT RATIONALE

The Level 10 curriculum provides a study of the history of Australia in its global context from 1918 to the present. The twentieth 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 co-operation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

History provides an opportunity for students to improve literacy skills of reading and writing; evaluate and analyse historical perspectives and interpretations through the study of written and visual sources; draw conclusions; and encourage the general knowledge that will equip them to become effective citizens.

WHAT IS STUDIED?

Topic 1: World War II (1939-1945)

Students investigate the causes of World War Two, that is, Japanese expansion across the Asian Pacific Region. There is an examination of key events, such as, Pearl Harbour, the fall of Singapore, the bombing of Darwin. These key events have an impact on the impact of World War Two on the Australian Home front.

Topic 2: Rights and Freedoms (1945 – present)

Students investigate struggles for human rights which include how rights and freedoms have been ignored, demanded or achieved in Australia and the global context. We also have a look at the American Civil Rights movement with Martin Luther King. Did this experience in the USA impact the Aboriginal Civil rights Movement and if so how?

Topic 3: The Globalising World: Popular Culture

Students undertake an examination of global influences on Australian popular culture. This can be influences from Britain and the USA in the areas of music, film and television. We look a music, film and television from the 1940s to the 1980s. How did the Sunbury Rock Festival or films such as Crocodile Dundee influence our Popular Culture?

WHAT TYPE OF WORK IS DONE?

- Analysis of primary and secondary sources
- Extended responses
- Essays
- Oral presentations
- Class discussion and debates
- Guided Inquiry Research
- End of semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

It leads the subject pathways to the study of history and politics at VCE: Units 1 & 2 History and 3 & 4 Revolutions and Global Politics 3 & 4, with the possibility of Units 3 & 4 Australian History in 2019.

This subject leads into the career pathways of media, journalism, law, business, advertising, marketing, public relations.

HEALTH AND HUMAN DEVELOPMENT

SUBJECT RATIONALE

This unit aims to expose students to the key knowledge, skills and choices that contribute to promoting positive and complete personal wellbeing. Students are introduced to the concepts of health and individual human development throughout the lifespan.

They will gain an improved understanding of the range of factors and determinants that influence their health and development.

WHAT TOPICS ARE COVERED?

- The Dimensions of Health & Wellbeing
Physical, Social, Spiritual, Mental and Emotional
- Individual Health and Human Development
- Interrelationship between the Dimensions of Health & Wellbeing
- Interrelationship between Human Development (Physical, Intellectual, Emotional, Social)
- The Factors contributing to Health -
Behavioural, Biological, Social and Physical Environment
- Specialist Studies and their impact on Health and development
 - *Gender
 - *Physical Activity Levels
 - *Nutritional requirements of youth
 - *Access to Education
 - *Access to Recreational Activities

WHAT TYPE OF ACTIVITIES ARE YOU INVOLVED IN?

- Practical activities
- Research Assignments
- Reflections
- Group Work
- Discussions
- Investigations
- Nutritional Analysis
- Examination
- Revision Techniques

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- VCE Health and Human Development Units 1-4
- VCE Physical Education Units 1 – 4
- VET Hospitality Units 1 – 4
- VCE Food Studies Units 1 - 4
- Future courses and careers in Alternative Therapies, Health/PE
- An increase in self-awareness
- An increased ability to take responsibility for one's own wellbeing, health and development
- A broader understanding of Health and its impact on Society.

LANGUAGES: FRENCH

SUBJECT RATIONALE

French is widely spoken internationally and is an official language for many countries. It is one of the ten most spoken languages in the world.

The study of French enables students to:

- learn the French language
- communicate and facilitate travel in French speaking countries
- see the world from a different perspective
- enhance vocational prospects
- enjoy and enrich independent study habits
- better understand their own language system
- make connections and facilitate future learning of other Latin languages
- build self-esteem and develop social skills
- embrace hidden courage and get out of their comfort zone to communicate
- learn about French culture
- reap the rewards and benefits of bilingualism
- reach a satisfactory level of pride in achieving success

WHAT IS STUDIED?

Semester One

Pre-requisite: Satisfactory completion of Year 9 French. The themes and topics follow the textbook 'Touché 5-6' and introduce detailed vocabulary, grammar and cultural information in respect of:

- **Personality** - Describing personalities - positive and negative traits
- **City vs Country** - Features of country and city life - advantages, disadvantages and expressing opinions and preferences.

Semester Two

Pre-requisite: Satisfactory completion of Year 9 French. The themes and topics follow the textbook 'Touché 5-6' and introduce detailed vocabulary, grammar and cultural information in respect of:

- **Pastime and Leisure Activities** - Films genre, leisure activities and musical instruments
- **Holidays** - Aims and destinations, conduct a survey, talk about past holidays and future plans.
- **The Body** - Parts of the body, illness and accidents, symptoms and treatments.

WHAT TYPE OF WORK IS DONE

- Text and workbook chapters
- Listening and categorising, summarizing and interpreting information
- Memorisation for role-plays and presentations
- Speaking/conversation in everyday situations
- Wider reading of French text and comprehension activities
- Writing in a range of text types using appropriate conventions
- Research on cultural topics using texts and the Internet
- Participation in French excursions, workshops, plays and interactive cultural activities

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Year 10 French leads to VCE language studies and further to university studies.

It is the foundation for personal language learning pursuits related to reading and speaking for pleasure, work or travel.

Knowledge of a foreign language can be a valuable asset vocationally, especially in areas such as commerce, education, fashion and hospitality industries, law, media, politics, overseas aid and tourism.

LANGUAGES: JAPANESE

SUBJECT RATIONALE

Japanese is one of the most widely taught languages (from the Asia-Pacific region), in Australian schools. The bond between our two countries helps to nurture closer economic, trade and cultural ties between our societies.

The study of Japanese enables students to:

- learn the Japanese language
- build self – esteem
- see the world from a different point of view
- enhance vocational prospects
- enjoy and enrich independent study habits
- better understand their own language system
- communicate with others
- learn about Japanese culture
- develop social skills
- begin lifelong learning for further study or leisure

WHAT IS STUDIED?

Semester One

Pre-requisite: Satisfactory completion of Year 9 Japanese.

Topics in which detailed vocabulary and grammar are introduced are:

- Fashion and Describing – Discuss what you wear on a particular day, Guess Who Game and describe celebrities
- Shopping - how to purchase goods in Japan
- Japanese Cuisine and Hospitality – ordering in a restaurant, recognising and using common expressions at restaurants

Semester Two

Pre-requisite: Satisfactory completion of Year 10 Semester One Japanese.

Topics in which detailed vocabulary and grammar are introduced are:

- Locations – asking where something is and giving directions
- Part time work - applying for two jobs in Japan

WHAT TYPE OF WORK IS DONE?

- Text and workbook chapters
- Listening and categorising, summarising and interpreting information
- Memorisation for role-plays and presentations
- Wider reading of Japanese text and comprehension activities
- Writing in a range of text types
- Research on cultural topics using texts and the Internet
- Participation in Japanese excursions, workshops and interactive cultural activities
- Cultural exchange and conversation activities with visiting Japanese students
- Expand the relationship with Japanese students, via a letter writing and email program

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Year 10 Japanese leads to VCE language studies and further to university courses.

It is the foundation for personal language learning pursuits related to reading and speaking for pleasure, work or travel.

Knowledge of a foreign language can be a valuable asset vocationally, especially in areas such as commerce, economics, education, hospitality, industrial relations, law, media, politics or tourism.

MEDIA

SUBJECT RATIONALE

- To gain access to the many options that comprise Media in creative, analytical, industrial and career contexts. Year 10 Media is excellent preparation for VCE Media and career paths beyond.
- To produce video, photography, desktop publishing (e.g. Photoshop), and other media forms of choice.
- To view and study narrative and documentary film in order to develop analytical skills and understanding of codes, conventions and genre.
- To explore the notion of representation of reality in the media
- To attend an excursion of the taping of *Millionaire Hot Seat* at Channel Nine Studios, Docklands, enabling direct industry participation.

WHAT IS STUDIED?

- The process of creating media products through pre-production, production and post-production stages
- The relationship between media codes and conventions
- Media production skills including scripting, shooting, publishing, special effects etc
- Different options in technology when producing media (eg: programs including Final CutProX, After Effects, Photoshop, Still Cameras, Audio Recorders, Lighting etc)

WHAT TYPE OF WORK IS DONE?

- Group Video productions
- Magazine Cover production
- Excursion to Millionaire Hot Seat, Channel 9 Studios
- Development of video editing skills
- Development of still and video camera skills including audio
- Exploring capacities of programs including Photoshop, Final CutProX, After Effects etc
- Viewing and analysing feature and documentary films re: production elements, story elements and audience
- DSLR photography

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Further mastery of media literacy, practical and theoretical skills in preparation for VCE Media. This can in turn lead to a wide range of career, artistic and solid skills based options such as film making, journalism, advertising, radio and a myriad of other career roles in the Media industry.

MUSIC PERFORMANCE

SUBJECT RATIONALE

For students who are considering Music as a VCE subject and/or want to study Music later in life, this subject provides essential foundation work. Solo performance is emphasised, supported by theoretical and aural training work. Students will be taught how to perform, how to write music and how to analyse what they hear. This subject is based on the VCE Performance programs.

WHAT IS STUDIED?

This unit develops skills in areas listed below in order to provide a solid foundation for further studies at Year 11 and 12.

- Solo Performance
- Group Performance
- Structure of pieces of music
- Aural Skills (listening skills designed to improve the student's ability to play and perform music)
- Performance techniques
- The language of music
- Music ICT using various software packages

WHAT TYPE OF WORK IS DONE?

- Performing for different audiences in a various situations
- Master class
- Research assignments
- Analysis of musical scores and the music being played as a group in class
- Rehearsing in groups
- Exploration of style and the language of music
- Listening
- Transcribing rhythms, melodies and chords
- Learning new musical concepts
- Preparation for a major recital

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Studying Music can lead to a variety of post-secondary education in both the TAFE and University sectors. Many careers utilise the skills developed in the subject, including teaching, musical theatre, music journalist/critic, live theatre, music recording and production, television, composing and film.

OUTDOOR AND ENVIRONMENTAL STUDIES

(Unit 1 & 2 offered at Year 10 only)

WHY STUDY THIS SUBJECT?

- Participate in a range of different outdoor experiences
- Study natural environments using the outdoors as your textbook for learning
- Develop skills and knowledge related to practical experiences of the outdoors
- Acquire practical skills for safe and minimal impact outdoor travel and living
- Learn to appreciate and understand outdoor environments
- Understand ecosystems and their interactions
- Understand human impacts on and relationships with nature
- Develop respect for the environment and concern for its conservation
- Understand strategies used to protect, conserve and manage outdoor environments.

WHAT IS STUDIED?

UNIT 1

- **Motivations for Outdoor Experiences:**
Focuses on students' outdoor experiences and investigates the motivations for and responses to nature and outdoor experiences. It also incorporates learning basic first aid and outdoor travel skills to enable safe participation in outdoor experiences.
- **Influences on Outdoor Experiences:**
Students evaluate how the media portrays the natural environment. Investigate factors that influence outdoor experiences. They also address personal safety and risk when planning safe and sustainable interactions in outdoor environments.

WHAT TYPE OF WORK IS DONE?

- Practical investigative experiences such as multi-day camps, field trips
- Research and analysis
- Investigation and experiential learning
- Practical reports in non-text format such as multimedia, annotated visual display
- First aid scenarios
- Short reports of outdoor experiences
- Oral presentations
- Written responses
- Short answer tests
- End of semester examination
- Journals

WHAT IS STUDIED?

UNIT 2

- **Investigating Outdoor Environments:**
Provides an introduction to the characteristics of, and the interrelationship between different types of natural environments. Students study both the biotic and abiotic aspects of natural environments such as fauna, flora, rocks, soils, sunlight and water.
- **Impact on Outdoor Environments:**
Focuses on identifying human activities and their environmental impacts at local/regional/state wide levels. Environmental impact involves a study of both natural and human induced changes on components of the environment. Application of conservation in a selected local environments is also investigated.

WHAT TYPE OF WORK IS DONE?

- Practical investigative experiences such as multi-day camps, field trips
- Research and analysis
- Investigation and experiential learning
- Practical reports in non-text format such as multimedia, annotated visual display
- Short reports of outdoor experiences
- Oral presentations
- Written responses
- Short answer tests
- End of semester examination
- Journals

PHYSICAL EDUCATION

SUBJECT RATIONALE

Theoretical Component:

Students demonstrate proficiency in the execution of movement skills during complex activities. They demonstrate advanced skills in selected physical activities and incorporate the use of training methods to improve their fitness levels. They assume responsibility for conducting aspects of a fitness activity during which they must display appropriate fitness leadership behaviour. Basic anatomy and physiology of exercise are studied along with training principles, fitness components, training methods, data analysis, and energy systems

Practical Component:

Students participate in various training methods and design a personal training program for a client. Students measure their own fitness and physical activity levels, perform fitness tests and gather test results. They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. Students work collaboratively, negotiate roles and delegate tasks in teams.

WHAT IS STUDIED?

- Musculoskeletal System
- Motivations to be physically active
- Barriers to fitness
- Components of Fitness
- Energy Systems
- Training Principles
- Training Methods
- How to design a Training Program

WHAT TYPE OF WORK IS DONE?

- Fitness testing
- Laboratories on fitness
- Presentations
- Training Methods
- Participation in a weights program at a local gym
- Design a training program for a client
- Laboratory reports.
- Tests
- Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- VCE Physical Education Units 1 - 4
- The knowledge on how to maintain an active lifestyle and healthy living habits
- More effective use of training methods and principles for personal fitness requirements.

STUDIO ARTS

SUBJECT RATIONALE

Art involves self-expression and personal growth. In the world today creative people are needed in a wide range of areas. Studio Arts allows students to be inventive and creative, and develop skills using a wide range of media. It enables them to work imaginatively with their hands and minds in a studio situation, and gain confidence using many different art processes. It enables students to visit art galleries and appreciate art in the world around them.

Students would study this subject if they:

- Wish to explore their own creativity
- Have talent in this area
- Wish to do VCE Studio Arts
- Want to develop skills in making and designing art works

WHAT IS STUDIED?

- Observational and imaginative drawing in a variety of media
- Painting
- Drawing and studying from life
- Researching the influence of individual artists from the past and its impact on contemporary art
- The skilful application of a variety of arts media

WHAT TYPE OF WORK IS DONE?

- Drawing from observation
- Imaginative drawing
- Designing
- Painting
- Analysing Art
- Researching individual artists
- Digital photography
- Visiting art galleries
- Art research and critique
- Recording process in a Visual Diary
- Ceramic sculpture
- Installation

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The development of skills to enable students to pursue VCE Studio Arts. The confidence to work in creative areas when students leave school, from designer or professional practitioner to crafts person to teacher to art gallery related careers. The emphasis is on students' own personal fulfilment and the development of their creativity. The stimulation of students' imagination and the development of specific artistic skills should enable students to do this.

TEXTILES

SUBJECT RATIONALE

With a focus on the design process this unit of work provides the students with the opportunity to design, embellish and construct a garment from scratch. During this process students will research historical and cultural significance, experiment with samples of different dyeing and embellishment techniques including Shibori fabric printing, Ice Dyeing, Tie Dyeing and Batik. They will learn about drawing for fashion design and the properties and characteristics of different types of fabric. During the construction stage students will learn about project management, including health and safety, budgetary measures and productive use of sewing machines and overlockers. They will learn the correct use of tools and materials to create a creative and professional garment.

Students will present a folio that documents their creative processes, design and research.

WHAT IS STUDIED?

Practical Folio

- Fabric embellishment and dyeing techniques
- Fabric construction (Sewing machine and overlocker)
- Visualisation Drawing
- Presentation Drawing
- Working Drawing
- Production and finishing techniques
- Safe and correct use of machines and overlockers

Theory Tasks

- Product Design Factors
- Researching cultural and historical importance
- Researching the aesthetic and tactile qualities
- Documenting the design process
- Properties and characteristics of fabric
- Design Thinking

WHAT TYPE OF WORK IS DONE?

- Inquiry based research
- Samples and experimenting with different dyeing techniques
- Conducting testing of fabrics to determine suitability
- Sewing machine and overlocker trials and construction samples.
- Produce a design folio including drawing and documenting construction
- Produce a garment meeting the needs of the design brief
- Reflection and evaluation of the design process.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE Product Design & Technology (Textiles) Units 1-4
Cadetships or traineeships in the fashion, manufacturing or merchandising sectors of the Textiles Industry.

Often students will choose Visual Communication or Studio Arts as complementary subjects to Textiles.

THEATRE STUDIES

SUBJECT RATIONALE

Year 10 Theatre Studies offers opportunities for:

- Performance in a Year 10 Play in the SHC Theatre - Optional
- Develop skills in teamwork, collaboration with others, research and creative ideas
- Practical experience in application of Stagecraft (Sound, Set Design and Costume)
- Builds group and writing skills during the rehearsal process for the performance
- Attend professional theatre performance

WHAT IS STUDIED?

Stagecraft Unit

- An introduction to the major theatre practitioners
- How to analyse script to create a theatrical vision
- How to stage a production as a student director and actor

Play Production Unit

- How to identify the potential of a play for theatrical production
- Awareness of the role of the audience in theatre
- How to create and follow a rehearsal process (Casting, Schedules and Line Learning)
- How to develop your own character for performance
- How to organise a performance using technical aspects of stagecraft in a theatre
- Analysis of professional theatre performance

WHAT TYPE OF WORK IS DONE?

Stagecraft Unit

- Viewing and reviewing professional theatre
- Discussion of, and written response to, the use of dramatic elements in performance
- Folio of work

Play Production Unit

- Creating and making drama
- Practical workshops in developing your character
- Directing the staging of each other's work
- Summary notes on the chosen play, production process and evaluation of performance

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Theatre Studies allows students to better understand their place in the world. Theatre is the discovery of human nature through storytelling, studying plays and scripts.

Year 10 Theatre Studies leads directly to Units 1 and 2 VCE Drama. Students develop skills in play analysis. These are also transferable to VCE English/Literature Units 1 and 2. Students interested in vocational training develop confidence in public speaking, teamwork and public relations. Valuable and helpful experience in theatrical production is gained in this Performing Arts course.

VISUAL COMMUNICATION

SUBJECT RATIONALE

There are not many VCE subjects that challenge both sides of your brain as effectively as Visual Communication Design. The left side works in a linear fashion and the right side is the visual creative side. In Visual Communication Design you follow the design process to solve design problems creatively, explore media and experiment with materials. Some students see their Visual Communication Design classes as a break from the rigours of subjects that are perhaps more left brain focused, or simply because you like to draw – it doesn't matter. You will have made your first move into a study that will challenge the way you view the world around you.

WHAT IS STUDIED?

- By applying the design process, students respond to a variety of different fields of practice such as: communication design, industrial design, layout design and a range of presentations.
- Students focus on the communication need, purpose, context and audience of a given design brief by exploring the client-designer relationship.
- Students refine ideas using a range of materials and media, such as freehand drawing, instrumental drawing, printing, digital photography, ICT i.e.: Photoshop and Illustrator.
- Students research and collect information for ideas and inspiration. Students use appropriate design language to support their personal evaluations on the effectiveness of the design for a specific purpose and audience.

WHAT TYPE OF WORK IS DONE?

Students are to use freehand and computer drawing techniques to produce a design based on an Isometric drawing for example – a chocolate bar based on an artists' work, they will then produce the product in three dimensions using a variety of different mediums. They manipulate Adobe Photoshop to extend their designs with a contemporary edge.

The theme is Food Truck of work of an Australian Aboriginal theme.

Looking for inspiration from both traditional and contemporary Aboriginal images and traditional aboriginal food, the students will learn to create a continuing signature theme throughout the presentation of their work, finishing with either or both a three dimensional truck and/or a creative menu with the student's personal developed signature.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Visual Communication and Design Units 1 - 4

Entry to many tertiary courses and careers such as: Advertising, Animation, Fine Arts, Architectural Drafting, Architecture, Cartography, Cartooning, Costume Design, Desktop Publishing, Education, Fashion Design, Film Making, Fine Arts, Furniture Design, Graphic Design, Illustration, Graphic Reprint and Production, Industrial Design, Interior Decoration, Landscape Architecture, Multi Media Design, Photography, Publishing, Production Design, Set and Theatre Design, Sign writing, Textile Design, Visual Merchandising, Web Design.

VET STUDIES

CERTIFICATE II IN HORTICULTURE STUDIES

SUBJECT RATIONALE

This year long subject assists students in developing a sound general knowledge of the fundamental principles of Horticulture.

It should be undertaken by students who:

- Are interested in learning more about gardens and hot house maintenance
- Enjoy using tools and equipment
- Enjoy propagating plants
- Generally enjoy hands-on learning

As part of the course requirements it is necessary that students wear personal protective equipment provided by the College.

Approximate cost for this course is \$185.00 per year and \$60.00 for excursions

WHAT IS STUDIED?

- Occupational and health procedures
- Environmental work practices
- Effective work in the industry
- Workplace communication
- Application of chemicals under supervision
- Plant recognition
- Site quarantine procedures
- Planting of trees and shrubs
- Weed treatments
- Construction of low-profile timber or modular retaining walls
- Landscape construction work
- Pruning techniques

WHAT TYPE OF WORK IS DONE?

- Students become involved in practical activities around the College grounds. Different garden areas will be maintained and established
- Students are given the opportunity to undertake different propagation and maintenance activities
- Students learn to use tools and equipment in accordance with occupational health and safety procedures
- Safe at Work Test
- Oral Test
- Workcover Virtual Tests
- Student Journal
- Research Assignment
- Different skills learnt will be put into practice in various projects undertaken around the College grounds
- Student Journal
- Research Assignment
- Site Map

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Completion of VET Horticulture Certificate II
- Work placements in horticulture businesses
- Apprenticeships and careers in Horticulture

CERTIFICATE II IN HOSPITALITY

SUBJECT RATIONALE

Hospitality provides a double certificate for students, i.e. Certificate II in Hospitality, which is recognised nationally, as well as VCE Units. It provides the core units for students to gain employment in the hospitality industry or to continue their studies in hospitality orientated TAFE courses.

Hospitality requires teamwork and develops interpersonal skills, particularly customer relations.

Students are also required to purchase a hospitality uniform costing approximately \$79.00. The course costs approximately \$337.00 for the first year and \$247.00 for the second year which includes materials and student workbooks.

Approximate cost for excursions/incursions is \$80.00 and is charged to your account. This is an accelerated subject. Selecting this subject does not automatically mean you will be accepted.

UNITS 1 and 2

WHAT IS STUDIED?

Units 1 and 2 operate as a year-long course

- Process financial transactions
- Organise and prepare food
- Present food
- Clean and tidy bar areas
- Serve food and beverage to customers
- Develop and update hospitality industry knowledge
- Apply hospitality skills in the workplace
- Work with colleagues and customers
- Work in a socially diverse environment
- Receive and store stock
- Follow health, safety and security procedures
- Follow workplace hygiene procedures
- Receive and store kitchen supplies
- Clean and maintain kitchen premises
- Use basic methods of cookery

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case studies
- Role plays
- Work placement
- Project/case work
- Group discussions
- Integrated studies

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Hospitality orientated careers in clubs/bars, hotels/motels, restaurants, casinos, resorts, hospitals, Defence Forces, catering establishments, tourism, airlines and cruises. This could be as a full time career or in a part time capacity, while continuing with other studies or full time employment.

CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

(Game Programming Foundations 1 Year)

SUBJECT RATIONALE

Why Study this subject: Game Programming Foundations teaches students how to program using JavaScript or C# and is designed to introduce students to the many career opportunities available for programmers in games, interactivity and creative industries. The programming course also offers many opportunities in other technology based fields. Modules of study introduce students to the fundamentals of games design and development. This course of study allows students to gain an understanding of games programming. Programming Foundations features an intensive production unit where students work together to produce a unique game of their own design. Students undertake the game development cycle from design, pitching, completing set milestones, quality assurance and final presentation.

Approximate costs for course will range between \$400 and \$600.

WHAT IS STUDIED?

- Advanced game programming skills
- Languages and technologies used by the gaming and other technology based industries.
- Develop maths, problem solving and practical programming proficiency
- Real time application development skills that can develop into all industries of programming and simulation
- Specific algorithms and technologies used in game development and build on core language skills.
- Experience in 3D graphics, artificial intelligence, networking, physics and collision, console hardware, profiling and managing medium to large scale software projects.

WHAT TYPE OF WORK IS DONE?

Software Skills Visual Studio – programming in C, C+ and C#

- Unity – Game Design and prototyping
- Open GL – Low-High end graphic development
- Visual Assist –Code acceleration
- Perforce – Collaborative version control
- PhySX – Physics engine functionality

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Experienced programmers can advance to become software developers, computer systems analysts or information Computer Programming
- Experienced programmers can work for large corporations, small businesses, or be their own boss by working on a freelance basis.
- Experienced programmers can often find lucrative work as consultants, either on a freelance basis or for a larger consulting firm. These experienced programmers analyze software for companies in order to determine if it will function the way it is supposed to. They may also be called in to find a specific problem, the source of which has eluded the programmers designing the software.

CERTIFICATE III IN MUSIC

WHY STUDY THIS SUBJECT?

By studying this subject students develop knowledge and skills to become a proficient and successful musician within the Music industry. This area of study aims to provide students with an understanding of the different fields where a student can gain employment within the Music industry. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

Approximate cost for this course is \$350.00 per year. This subject would be studied over Year 10 and 11.

UNIT 1

WHAT IS STUDIED?

- ♫ Implement Copyright arrangements
- ♫ Follow Occupational Health and Safety procedures
- ♫ Play Music from simple notation
- ♫ Prepare for performances
- ♫ Develop ensemble skills for playing or singing Music

WHAT TYPE OF WORK IS DONE?

- ♫ Assignment work relating to actual workplace practices done in class time
- ♫ Identifying Copyright regulations, demonstrating understanding of legal obligations
- ♫ OHS procedures and regulations: working safely, implementing workplace safety requirements, participating in OHS consultative processes and following safety procedures
- ♫ perform music from at various selected music scores
- ♫ develop a repertoire of music for their own performance
- ♫ development of technical and artistic skills associated with the specific instrument
- ♫ Working in a collaborative ensemble environment

UNIT 2

WHAT IS STUDIED?

- ♫ Work effectively in the Music industry
- ♫ Make a Music demo
- ♫ Assist with sound recordings

WHAT TYPE OF WORK IS DONE?

- ♫ Creating awareness of creative arts industry productions and events and attend at least one of these
- ♫ Students are encouraged to participate in work experience in the creative arts industry
- ♫ Assisting with setting up recording equipment, doing sound checks, monitoring the quality of recorded sound
- ♫ Plan a demo recording for a live venue, record two songs for the first recording (a cover and an original)

CERTIFICATE II IN OUTDOOR RECREATION

SUBJECT RATIONALE

This unit provides students with the skills and knowledge to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work in the Outdoor Recreation Industry would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and, mountainous terrains, using a diverse range of equipment.

The course assists students in enhancing their employment opportunities in sport and recreation or related industries, as well as, enable students to gain a recognised qualification and make a more informed choice of career and transition pathways.

Please note that this course is subject to the number of student enrolments.

WHAT IS STUDIED?

Six core units are undertaken in the first year of the program with a number of electives being undertaken in the second year of the program.

Core:

- Assist in conducting outdoor recreation sessions
- Minimise environmental impact
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies
- Respond to emergency situations

Electives: (These units are to be confirmed)

- Demonstrate abseiling skills on natural surfaces
- Safeguard an abseiler using a single rope belay system
- Demonstrate bushwalking skills in a controlled environment
- Demonstrate navigation skills in a controlled environment
- Demonstrate top rope climbing skills on natural surfaces
- Assist in preparing and conducting sport and recreation sessions
- Demonstrate basic cycling skills
- Demonstrate basic off road cycling skills
- Use and maintain a temporary or overnight site

WHAT TYPE OF WORK IS DONE?

- Field trips
- Overnight camps
- Group activities and discussion
- Observations

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students are able to continue on to further Certificate level courses (III or IV) through to Diploma, Advanced Diploma and Degree qualifications.

Pathways include transitions from:

- Certificate II in Community Recreation to Certificate III in Fitness
- Diploma of Fitness and Diploma of Sport and Recreation to Bachelor of Sport and Recreation Management
- Diploma of Fitness and Diploma of Sport and Recreation to Bachelor of Exercise Science and Human Movement
- Bachelor of Sport and Recreation Management to Graduate Diploma in Secondary Education
- Diploma of Sport Coaching to Bachelor of Sport and Recreation Management (under development)

CERTIFICATE III IN SPORT & RECREATION

WHY STUDY THIS SUBJECT?

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

Approximate cost for this course is \$350.00 per year

UNITS 1 & 2

WHAT IS STUDIED?

- Develop and extend critical and creative thinking skills
- Provide first aid
- Organise Personal work priorities and development
- Use social media tools for collaboration and management
- Provide Customer service
- Respond to emergency situations
- Follow work health and safety policies.

WHAT TYPE OF WORK IS DONE?

- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on sport and recreation products and services; preparing accurate records of client details; completing maintenance records; empathising and negotiating acceptable solutions to client requests and complaints.
- Working as a skilled team member; understanding own role in supporting the operation of sport and recreation facilities and servicing client needs; acknowledging accountability to other team members and working collaboratively with other sport and recreation personnel.
- Collecting, analysing and recording information to provide efficient support for sport and recreation programs and facilities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to guide own work; Interpreting program schedules and timetables to determine priority and sequence of own tasks.