



Mansfield Secondary College

# Year 10 Curriculum Handbook

2022



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# YEAR 10 CURRICULUM HANDBOOK

## GENERAL INFORMATION

### INTRODUCTION

Mansfield Secondary College is an isolated rural Secondary College with approximately 420 students across years 7-12. We are committed to all students achieving excellence in both academic and vocational streams of education and have achieved consistently strong academic outcomes.

At Mansfield Secondary College we value:

- Respect: for self, others and the environment
- Persistence: doing your best all the time
- Curiosity: an interest in the world and our learning

This booklet includes details of the subjects available for Year 10, the structure of the curriculum, support services and general school requirements.

Work at this level is challenging – the school expects students to strive to achieve personal excellence and to make full use of the resources within the school.

Year 10 is a time for development and preparation for the VCE and VCAL years. It is in this year that many students will make important and long lasting decisions about the future – the subjects in which they intend to specialize in Years 11 & 12 and perhaps some choice in their intended career path. The curriculum structure at this level ensures that all students are exposed to a broad range of subjects in the electives areas thereby providing an excellent preparation for their next year while still allowing for some specialisation in areas of interest.

### IMPORTANT INFORMATION

In order to maintain a balanced curriculum and to ensure students experience a breadth of subjects, we have implemented the following subject selection guidelines:

- Every student in Year 10 is required to study the Core subjects: Maths, English, Science and Humanities for the full year, as well as Careers & Living
- Every student in Year 10 should study at least 2 Health or Physical Education elective unit

#### PLEASE NOTE:

Students are not required to complete Language as a compulsory subject at Year 10. However, students must keep in mind that if there is ANY chance they will want to study Language at VCE level, they will need to continue to study it at Year 10. Students who begin Language study at Year 10 will be required to continue studying it for the full year.

### ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.

All classes provide differentiated activities and tasks, enabling students to work at their level and to aspire to complete extension work.

### STUDENT PROGRESS AND TRACKING

The 'progressive reporting' system that is used at Mansfield Secondary College allows parents to know how their child is progressing with their studies and participate in discussions with their child and teachers about their learning. 'Progressive reporting' is a report that builds throughout the year and provides students and parents with ongoing assessment of student learning, easily accessed online. Parents are able to access results and feedback throughout the semester rather than waiting for an 'End of Semester Report' for indications on how their child is progressing.

*Note: The College is moving to the Compass portal (from XUNO) and reports will be accessible from this platform.*

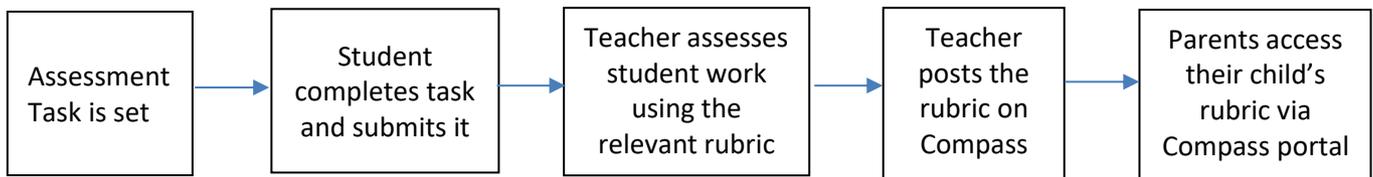
Progressive Reporting will allow the parent and the student to see:

- ✓ What they have achieved
- ✓ What they need to improve and
- ✓ Suggested paths for improvement

#### **Assessment Rubrics posted throughout the semester (Years 7-10)**

Each semester parents will receive a minimum of two assessment rubrics per subject. An assessment rubric is how teachers assess a student's learning against the Victorian Curriculum. The rubric outlines a continuum of development. Students are assessed against the selected criteria and placed on the continuum. A comment accompanies the rubric that outlines what the student did well, areas for improvement, and how to achieve that improvement.

Rubrics will be posted on the Compass parent portal when they become available rather than at set times throughout the semester.



*The Assessment and Feedback Process*

#### **Progress Report twice a term**

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

#### **Summary Report at the end of each semester**

At the end of each semester a summary report of student achievement will be posted on the XUNO portal.

#### **Parent Teacher interview sessions each semester**

Parent Teacher Interviews will be held twice a year for all students.

## STUDENT SUPPORT

### Wellbeing

Mansfield Secondary College is committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. The College values of Respect, Persistence, and Curiosity are supported by both the student and teacher behavior matrix which provide a basis upon which appropriate programs and procedures are developed across the college. The School Wide Positive Behaviour Support Program (PBS) influences the implementation of all programs and procedures which are designed to: develop a culture that does not tolerate bullying and/or harassment; while providing an effective framework within to restore positive relationships.

The College has a group of experienced staff members who support students in their learning and participation in school life. These include:

- A team of Year Level Co-ordinators who monitor overall student progress and provide support to students when required
- A College Chaplain provides support to students, staff and parents of the College community and is an integral part of the counselling and support services.

### Specialist Services

To support student progress and development, Mansfield Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

- A Guidance Officer provides counselling and assessment support. Students and parents/guardians are welcome to access our Guidance Officer by appointment.
- An Educational Psychologist is available to support students in a range of areas.
- Learning Support Staff are engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.
- Special Education Teachers will work with students who have special needs, designing Individual Education Programs and inclusive strategies to best meet individual student needs.
- Youth Health Nurse A school-based Youth Health Nurse provides general health-related information and advice to students and is available by appointment.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse, responsive and supportive College environment.

### MIDDLE SCHOOL SECONDARY CURRICULUM

Mansfield Secondary College's Year 10 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. All subjects are aligned with the Victorian Curriculum.

Students will participate in four core subjects; English, Mathematics, Science and Humanities, as well as Careers & Living, which runs for two periods every Wednesday. They will choose three other subjects from a range of electives that cover the areas of Health, Physical Education, Arts, Technology and LOTE (Indonesian) or they can also enrol in the two trans-disciplinary subjects; Agribusiness and Adventure Challenge.

### WORK EXPERIENCE

All Year 10 students are expected to take part in Work Experience which is completed in a 'block' release, during which time there will be no Year 10 classes running at the campus. All students will undertake Occupational Health and Safety (OH&S) training. Two modules will be completed and a certificate awarded in a generic module and a module specific to their chosen work experience industry area.

Students are required to find their own placements for Work Experience. Advice will be given to all students at the end of Year 9, to allow them time to make inquiries for the following year's work placement.

Work Experience is an invaluable component in the planning for students' future pathways, as it provides an opportunity for students to assess the suitability of various jobs and careers.

## CO-CURRICULA ACTIVITIES

Mansfield Secondary College provides a number of different avenues for students to pursue interests outside of the formal classroom. The College provides a range of camps and leadership programs, such as:

- Student exchange programs
- School for Student Leadership China program
- Bi-annual trip to Venilale in East Timor (when numbers permit)
- School trip to Central Australia

We have embedded programs that utilize community partnerships to extend the learning environment and experiences beyond school grounds. Programs include:

- Australian School Based Apprenticeships (ASBA)
- Agribusiness program that has a large farm placement component
- Project 109, which is an enterprise/business course that relies on students working with local businesses to achieve set targets
- Year 10 Work Experience program
- Year 10 mock interviews with local employers

Our strong sporting tradition is supported by our involvement in:

- Mt Buller Annex during Term 3
- Snowsports program during Term 3
- Interschools Snowsports competition
- Round Robin sports during Terms 1, 2 & 3
- Adventure Challenge (Years 9 & 10) & Outdoor & Environmental Studies (Years 11 & 12)

# CORE SUBJECT INFORMATION

## ENGLISH

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

**Brief Description / Outline:**

In the Year 10 English course, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments to create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Students engage with a variety of texts for enjoyment and learning. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students also develop critical understanding of the contemporary media, and the differences between media texts.

Compared to previous years, text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images. In order to ensure student engagement, the course and assessment tasks are differentiated to enable students of varying ability to engage with the curriculum.

**Brief Course and Assessment outline:**

	Course Outline	Assessment Summary
Semester 1	Text Studies Presentation Skills Language Analysis	Differentiated Text Response Classwork Writing folio Oral Presentation
Semester 2	Text studies Essay Writing Language Analysis	Differentiated Text Response Classwork Writing folio Oral Presentation

**Materials:** 4 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
Set texts

**Future Pathways:** VCE English and VCE Literature

## ENGLISH LITERATURE

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

Literature provides students with the opportunity to develop their awareness of other people, places and cultures and explore the way texts represent a range of human experience. Students examine the evolving nature of texts developing an understanding and appreciation of a variety of texts. Literature enables students to consider the power and complexity of language and the way literary features contribute to meaning. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others. Students are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through a range of response options.

### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Semester 1	Text Studies Presentation Skills Language Analysis	Differentiated Text Response Classwork Writing folio Oral Presentation
Semester 2	Text studies Essay Writing Language Analysis	Differentiated Text Response Classwork Writing folio Oral Presentation

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
Set texts

**Future Pathways:** VCE English and VCE Literature

## MATHEMATICS

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

### Brief Description:

The Year 10 Mathematics program has been developed to take into account that different students develop at different rates and provides the skills and knowledge required for study of all VCE Mathematics subjects.

An extension class runs all year for those students planning to study General Maths and Mathematical Methods in Year 11 or who wish to study some extension topics.

All students not in the extension class study a common curriculum. At the beginning of a topic, students will sit a pre-test that will determine where they need to start in the topic. The worksheets, exercises and activities will be selected so that individuals will be working at their level. A post-test will determine the progress made by the student.

The appropriate use of calculators and technology is an important skill that is necessary in Mathematics. In Year 10 it is assumed that students have access to a scientific calculator. Students who plan to continue their Mathematics education in VCE are encouraged to purchase the TI-Nspire CAS CX calculator.

### Brief Course and Assessment outline:

#### CORE Mathematics:

	Course Outline*	Assessment Summary
Term 1	Topic 1: Chance Topic 2: Pythagoras' Theorem	Pre & post tests
Term 2	Topic 3: Perimeter, Area & Volume Topic 4: Problem Solving Topic 5: Data	Pre & post test Assignment Assignment
Term 3	Topic 6: Linear Equations & Graphs Topic 7: Trigonometry Topic 8: Indices & Scientific Notation	Pre & post tests
Term 4	Topic 9: Financial Arithmetic Topic 10: Rates, Ratio & Similarity	Pre & post tests

\*Order of topics can be subject to change

## EXTENSION Mathematics:

	Course Outline*	Assessment Summary
<b>Term 1</b>	Topic 1: Linear Equations & Graphs Topic 2: Trigonometry & Pythagoras	Test Test / Assignment
<b>Term 2</b>	Topic 3: Algebra Skills / Quadratics Topic 4: Problem Solving	Pre & post test Assignment
<b>Term 3</b>	Topic 5: Data Topic 6: Financial Arithmetic Topic 7: Indices & Surds / Exponential & Logarithms	Assignment Test Pre & post test
<b>Term 4</b>	Topic 8: Sets & Number Theory Topic 9: Chance	Test Test

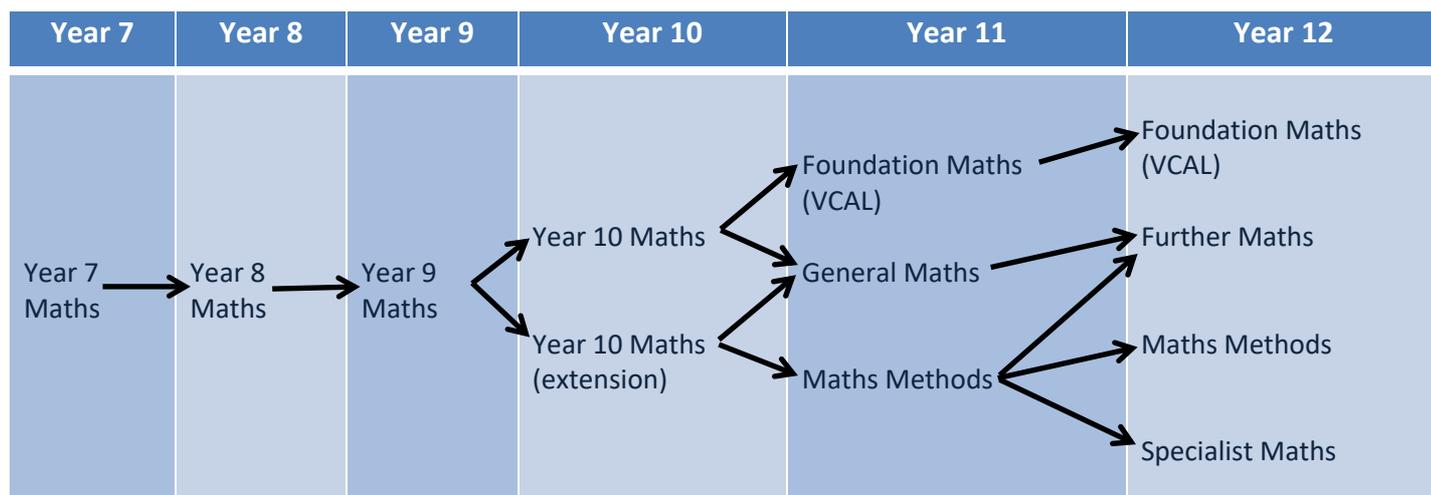
\*Order of topics can be subject to change

## Homework Program:

Weekly homework sheets are assigned in Year 10 that consolidate work covered in class as well as revising skills from past topics. The homework sheets are designed so that questions involve the same topic area every week (eg. Question 1 might always be about rounding decimals). Progress sheets indicate questions that are areas of concern and students are encouraged to seek help for these questions in class or at Maths Help.

**Materials:** 6 x 48 Page GRID Exercise/Binder Book 10mm squares with holes punched on side

## Future Pathways:



### MATHEMATICS EXTENSION & SUPPORT

#### Maths Help

Once a week, teachers volunteer their time to run Maths Help, a 1 hour session available to all students from Years 7 to 12. Students are encouraged to ask questions about work from class, get assistance with their weekly homework sheets or just use the productive environment to work on tasks.

#### Australian Mathematics Competition

The AMC is for students of all standards and year levels and is conducted in Term 3. Students are asked to solve thirty problems in 75 minutes. The problems get progressively more difficult and the last few are challenging to the most gifted student.

The aims of the competition are threefold:

- To highlight the importance of mathematics as a curriculum subject
- To give students an opportunity to discover talent in mathematics, by applying their problem solving skills
- To provide resources for the classroom and to stimulate discussion about methods of solution

#### Mathematics Challenge for Young Australians

The Maths Challenge targets the top 20% of secondary students and Mansfield Secondary College has been involved in this problem solving task for the last 15 years, with students achieving consistent excellent results. The Challenge (held during a consecutive 3-week period in Term 2) comprises six challenging problems.

The aims of the Challenge include:

- Encouraging students to attempt interesting and unfamiliar problems
- Fostering a greater interest in and awareness of the power of mathematics
- Allowing the discovery of the joy of solving problems in mathematics
- Identifying talented young Australians, recognising their achievements and providing support that will enable them to reach their own levels of excellence

#### Australian Informatics Competition

Students who have achieved excellent results in the Australian Mathematics Competition can be invited to enter the Australian Informatics Competition. This involves a one hour paper which is in multiple choice and short answer format. The questions involve some mathematical ideas related to computing and determine whether a student might have a talent for designing and writing programs. No experience in computer programming is necessary.

#### Enrichment Program for Young Australians

The Enrichment Program, written and organised by the Australian Maths Trust, is a six-month program that commences in April. It comprises comprehensive student and teacher support notes. The materials are designed to be a systematic structured course over the duration of the program and which students are intended to keep for on-going reference.

The Enrichment Program is not run in formal classes but is available to interested students who wish to study areas of mathematics outside the normal curriculum.

## SCIENCE

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long/ 4 periods per week

### **Brief Description / Outline:**

Students undertake a range of studies in different scientific fields, these will include, biology, physics, chemistry, earth sciences and investigation. They will continue to learn to investigate scientific theories and practice through the use of investigation practicals and research. From Newtons laws of motion through to chemical equations and theories such as Darwinism and survival of the fittest students will be challenged and extend their scientific knowledge.

Assessment is based on key criteria and progression through these criteria can be tracked from year to year. Knowledge and skills are demonstrated across a range of differentiated tasks. These include: topic tests, practical logbook, scientific posters, extended investigations and oral presentations.

### **Brief Course and Assessment outline:**

	Course Outline *	Assessment Summary
<b>Topic 1</b>	Chemistry – Periodic table, reaction types 8 weeks	<ul style="list-style-type: none"> <li>• Practical work</li> <li>• Topic tests</li> <li>• Project/research assignments</li> </ul>
<b>Topic 2</b>	Extended investigation – Engineering and design process 2 weeks	
<b>Topic 3</b>	Genetics – DNA 6 weeks	
<b>Topic 4</b>	Evolution – 4 weeks	
<b>Topic 5</b>	Motion – Newtons laws of motion, kinematics 10 weeks	
<b>Topic 6</b>	Earth and Space, Earth systems and the Universe. 10 weeks	

\*Order of topics can be subject to change

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
1 x 48 Page book with both lined and graph page

### Future Pathways:

Year 7	Year 8	Year 9 (1 term each)	Year 10 (1 term each)	VCE
All students complete the same course.	All students complete the same course.	Year 9 Biology	Year 10 Biology	Biology
		Year 9 Chemistry	Year 10 Chemistry	Chemistry
		Year 9 Physics	Year 10 Physics	Physics
		Year 9 Investigation	Year 10 Investigation	Psychology

#### Note

- Students do a term of each of the Science subjects in Years 9 and 10

## SCIENCE – EXTENSION & ENRICHMENT

Mansfield Secondary College provides many opportunities for high achieving students to be extended and enriched. Students at each year level are identified using our data or through teacher recommendation.

### 1. Big Science Competition

This international competition tests critical thinking and problem-solving skills as well as science knowledge. The competition is organised by Australian Science Innovations, a not-for-profit organisation committed to providing high quality science extension programs that inspire, challenge and raise the aspirations of students in science. The results of this competition is often used to offer students other opportunities and residential programs and camps. Information regarding registration is advertised in the Parent Bulletin.

Website: [www.asi.edu.au/site/programs\\_bigscience.php](http://www.asi.edu.au/site/programs_bigscience.php)

### 2. The Australian Science Olympiad Competition

This is a national extension program for top performing secondary science students which culminate in the International Science Olympiads – the Olympic Games for science students. To earn a spot representing Australia at the International Science Olympiads, year 10 and 11 students must first sit one or more of the four [Australian Science Olympiad Exams](#) on offer in the disciplines of biology, chemistry, Earth and environmental science and physics. Based on their exam performance, top performers are offered a place at the [Australian Science Olympiad Summer School](#). This is a two-week intensive residential program that gives students the opportunity to study with others passionate about science. The very best summer school students represent Australia at the International Science Olympiads. Information about this opportunity is generally distributed in class.

Website: <https://www.asi.edu.au/programs/australian-science-olympiads/>

### 3. Australian Brain Bee Challenge

The Australian Brain Bee Challenge (ABBC) is a competition for high school students in year 10 to learn about the brain and its functions, learn about neuroscience research, find out about careers in neuroscience and to dispel misconceptions about neurological and mental illnesses. Information is distributed in class. Website: <http://www.abbc.edu.au/>

**4. Science Experience**

Available for Year 9 and 10 students, each program is designed to provide students who have an interest in science with an opportunity to engage in a wide range of fascinating science activities under the guidance of scientists who love their work. The program takes place in over thirty-five universities and tertiary institutions, within many different laboratories and lecture theatres. Participants perform experiments in the laboratories, meet and hear senior lecturers in the lecture theatres, attend site visits and walk around and experience what it is like to be on the campus of a university or tertiary institution. The program also provides information about further studies in science, technology and engineering. It highlights the wide range of careers that allow students to pursue their interest and abilities in the sciences. One aspect of the program often commented on by participants is the opportunity to meet and share ideas with students from different schools.

Website: <http://www.scienceexperience.com.au/about-the-program/about-the-program>

**5. Emerging Sciences Victoria (ESV)**

ESV offers a 15 week long course in Semester 1 and a different 15 week long course in semester 2. Students are online for 2 x 1-hour classes per week and the content level is aimed at Year 10 students, but if you are passionate about science and not in Year 10 students may be eligible to participate. Examples of courses offered are astrophysics, biotechnology and nanotechnology.

Website: <http://www.emsci.vic.edu.au/>

**6. Regioneering.**

Engineers without borders visit the school and challenge the students to think of ways to help with sustainability. Students from University are involved and take groups of students through who they are, what they do and how they help people. Includes problem solving real life issues.

## HUMANITIES

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

The Year 10 Humanities program is based around History and Civics and Citizenship Victorian Curriculum and develops in students the skills required to enter into VCE History and Legal Studies. Semester 1 has a focus on the Modern World and Australia, while Semester 2 focuses on Australia's legal and governance systems. The course and assessment tasks are differentiated to enable students of varying ability to access the curriculum.

### History

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability.

### Civics and Citizenship

Students evaluate features of Australia's political system, and identify and analyse people's electoral choices. They compare and evaluate the key features and values of systems of government. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system.

### Brief Course and Assessment outline:

	Course Outline*	Assessment Summary
Term 1	<ul style="list-style-type: none"> <li>• Rights and Freedoms (Indigenous studies)</li> <li>• World War 2</li> </ul>	2 differentiated assessment tasks
Term 2	<ul style="list-style-type: none"> <li>• World War 2 continued</li> <li>• Migration Experiences <u>or</u> Popular Culture</li> </ul>	A written report
Term 3	<ul style="list-style-type: none"> <li>• Laws and Citizens</li> </ul>	Community forum
Term 4	<ul style="list-style-type: none"> <li>• Government and Democracy</li> </ul>	Law changes report

\*Order of topics can be subject to change

**Materials:**

- 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side
- Glue Stick
- Scissors
- Coloured Pencils
- Laptop

**Future Pathways:** VCE History and Legal Studies

### HUMANITIES EXTENSION

**Up2Us Landcare program**, which focuses on ensuring local land is healthy and sustainably managed. Youth Leading the World program, which requires to work in teams to engage with the community to make a change; in previous years, students have worked with local shops to cut down plastic bag use, with the eventual aim of replacing plastic bags entirely.

All assessment tasks for Humanities are differentiated, meaning that students will always have an option available to them that is appropriately challenging without being overwhelming.

### CAREERS & LIVING

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 2 periods per week

#### Brief Description / Outline:

The Year 10 Careers and Living course allows students the opportunity to research and participate in tasks that look at future possibilities. Students will examine the career path and teachers will support their education and skills that required to get there. To successfully complete the unit students will be required to;

- Students develop a resume and a job application.
- Students will attend a mock job interview.
- Students maintain a neat and well-organised exercise book and electronic “classes folder” on the school network, ensuring all tasks and homework are completed.
- Complete a range of assessment tasks that will support their future pathways.

The course and assessment tasks are differentiated to enable students of varying ability to access the curriculum.

#### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Term 1	Personal traits that relate to various careers Workplace Spelling and Comprehension skills Careers Research Task	Research Task
Term 2	Writing a Resume and Cover Letter Interview Skills- Mock Interviews	Work Experience
Term 3	Investigating types of jobs and associated skills required Jobs of the future Benefits of Further Education	Differentiated Task
Term 4	Economics	Research & essay

**Materials:** 1 x 48 page exercise book per semester  
Laptop  
Stationary

## YEAR 10 CURRICULUM HANDBOOK

# ELECTIVE SUBJECT INFORMATION

### ADVENTURE CHALLENGE

**Prerequisites/Special Requirements (if any):** Application form

**Length of course:** Year long / 4 periods per week

**Brief Description / Outline:**

In this unit, students participate in outdoor educational experiences, such as hiking and rock climbing at locations such as the Alpine National Park, Mount Samaria and Mount Arapiles. These experiences develop in students an understanding of sustainable and safe recreational practices while enjoying some of the best environments Victoria has to offer.

In Term 3, students participate in a community service program where they train with the CFA and complete the Wildfire Firefighter Certificate. A day at the Wangaratta CFA training facility enables students to put their training into practise and respond to a range of emergency scenarios.

Students investigate the interaction of human activities with natural environments through a study of land degradation, the Australian Alps and the local area. Students develop skills to evaluate the factors contributing to the development of environmental issues in these areas and identify strategies to address them and explore ways of managing them. Students interpret information from different types of maps and photographs and use these facts to support explanations and make predictions. They collect information gathered from fieldwork and present their findings.

Adventure Challenge aims to build in students the following skills on top of what would normally be expected in Humanities classes –

- Team work when working with the CFA and participating in outdoor education activities
- Map reading
- Camp craft
- Survival skills and first aid
- CFA qualifications
- An ability to use draw field sketches and use photography in reports
- Fieldtrip data gathering and using this information in student work
- Fieldtrip report writing
- Skills and knowledge for VCE Outdoor & Environmental Studies

**Entry into this unit is through a selection process involving the completion of an application form and questions.**

### Brief Course and Assessment outline:

	Course Outline*	Assessment Summary
Term 1	<ul style="list-style-type: none"> <li>Navigation themes</li> <li>Using the environment</li> <li>Preparing for bushwalks</li> <li>Minimal impact bushwalking</li> </ul>	<ul style="list-style-type: none"> <li>An assessment task on understanding topographic maps</li> <li>An assessment task on a fieldtrip</li> <li>Classwork</li> <li>Preparation for and participation in bushwalks</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Participating in hikes</li> <li>Land degradation/ cause and effect</li> <li>Fieldtrips</li> <li>Human interaction with the environment</li> </ul>	<ul style="list-style-type: none"> <li>An assessment task on land degradation</li> <li>Preparation for and participation in bushwalks</li> <li>Assessment on 'User groups in the Alps'</li> <li>Classwork</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>CFA program</li> </ul>	<ul style="list-style-type: none"> <li>Wangaratta training day</li> <li>Wildfire Firefighter assessment book</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Arapiles climbing camp</li> <li>Eco tourism</li> </ul>	<ul style="list-style-type: none"> <li>Classwork</li> <li>Climbing camp</li> </ul>

\*Order of topics can be subject to change

### Cost Applicable

**Materials:** Students must have a pair of sturdy hiking boots that can be used in snowy conditions, thermal underwear both top and bottom, water bottles, utensils, an exercise book and a laptop computer. A full range of hiking and climbing equipment can be borrowed from the College.

### Future Pathways:

VCE Outdoor and Environmental Studies, Units 1 – 4.

## AGRIBUSINESS

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 8 periods per week

### **Brief Description / Outline:**

Agribusiness is a year-long course based on all aspects of agriculture. There is a large emphasis on students undertaking practical activities in agricultural settings and there are multiple excursions to expos, training days and a wide variety of farms.

Students complete TAFE modules of the Certificate 2 in Agriculture and combine this with tasks relating to Science and Humanities. The TAFE modules relating to the Certificate 2 in Agriculture require students to demonstrate the ability to work independently through extended activities and relate to Certificate II in Agriculture, Handling and Caring for Livestock and Workplace Skills.

For the Humanities component of this subject, the following skills and knowledge are covered:

- Geography:
- i) the distinctive climates, soils, vegetation and productivity of our area
  - ii) the environmental effects of food and fibre production
  - iii) the capacity of our environment to sustainably and securely feed the projected future population
- Economics:
- i) identifying the effects of international trade in consumer products on Australian practices
  - ii) cost benefit analyses

During Semester 2, all students have work placement on a farm for 4 periods on a Thursday.

**Entry into this unit is through a selection process involving the completion of an application form and questions.**

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side

## PHILOSOPHY

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline

Philosophy provides students with a unique perspective to investigate some of life's most intriguing questions in the pursuit of wisdom.

*How can one live a good life? What makes someone a good person? Does God exist? Who am I? How do the universe begin? What happens when we die?*

The subject aims to answer these questions and more, through the use of reason, logic and the analysis of established scientific and philosophical thinking. In doing so, the course combines strands from various domains including English, Humanities, Science and Personal and Social Learning.

Philosophy provides an excellent pathway into the VCE Subject as well as general humanities subjects. Importantly, Philosophy equips students with an invaluable set of skills in a world that increasingly values confident, creative and analytical thinkers.

Course Outline	Assessment Summary
Introduction to Philosophy and philosophical thinking	Projects, essays, exams Oral presentations
Research of famous philosophers and philosophical frameworks. Comparing modern and historical philosophy. Difference between philosophy and theology.	
Researching and looking at philosophy for young children through organisations such as P4C.	

**Materials:** 96 Page Exercise/Binder Book 8mm with holes punched on side

## PROJECT 109

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### **Brief Description / Outline:**

Students undertake four challenges:

#### **Challenge 1 – Creating a Team Identity.**

Throughout the course we will complete team building activities as well as explore strengths and weaknesses as an individual operating in a team. The group create the team's identity, explore their values and what will be their mission for the year. From this their logo is developed.

#### **Challenge 2 – The \$20 Boss Challenge.**

Students will be given a loan of \$20 each to be used to develop a business, selling a product or providing a service. They complete modules on entrepreneurs, how to come up with an idea, working out a target market, market surveys and essentials of marketing. Along with this, each business will have to maintain financial records, donate part of their profits to charity and repay, with \$1 interest, the loan.

#### **Challenge 3 – Urban Challenge**

We celebrate the team's efforts with an Urban Challenge incorporating the Amazing Race. Students will have the option of using their profits from the \$20Boss Challenge and/or borrow the money from home.

#### **Challenge 4 – Individual Challenge**

Students then have the opportunity to embark on another project that driven by and chosen by each individual student. The project is completed during Project times either at school or it can be arranged that the student works on it off campus with a mentor if needed.

Students will present at an Expo at the end of the course to celebrate achievements and to acknowledge their community partners and mentors.

**Materials:** 2 x 48 Page Exercise/Binder Book 8mm with holes punched on side

## BALL SPORTS

### Prerequisites/Special Requirements (if any):

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Students concentrate on improving their skill level, learning about game strategy and umpiring as well as developing co-operation, teamwork, sportsmanship and safety awareness. Students will be actively involved in a range of ball games to be chosen from: water polo, volleyball, basketball, football codes, European handball, speedball, korfbal, netball and lawn bowls. Students examine factors which influence community decisions to promote and support sporting, recreation and leisure activities.

**Assessment:** Completion of work requirements – knowledge of rules and umpiring skills, completion of theory and/or project work and use of appropriate safety procedures.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
Students complete one period of theory on the rules, strategies and history and 3 practical periods on the skills and game structure of the sports being covered each week	Class Participation
During the warmer months games such as water polo, volleyball, speedball and lawn bowls are played.	Unit Tests
During the cooler months indoor games such as the football codes, basketball, netball, European handball and korfbal are taught	Sports Project
	Uniform

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

Sports Uniform – black shorts, black tracksuit pants, College PE top, black fleece jacket, runners (not skate shoes), suitable hat for Term 1 and Term 4.

## FIT 4 LIFE

### Prerequisites/Special Requirements (if any):

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Fit4Life is an exciting subject in Physical Education. Students will be introduced to a wide range of up-to-the-minute topics covering many aspects of their health and wellbeing, including exercise performance, everyday fitness, diets and healthy eating, mind power through meditation and visualisation, and the latest in fitness gear and activity trackers. After completing this subject, students will be well prepared to complete their schooling years, and beyond, in great happiness and health!

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
<ul style="list-style-type: none"> <li>• Fitness trackers</li> <li>• Fitness testing</li> <li>• Compression garments</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Research assignments</li> <li>• Health &amp; Wellbeing project</li> </ul>
<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Visualisation</li> </ul>	
<ul style="list-style-type: none"> <li>• Food for performance &amp; recovery</li> <li>• Pilates/Yoga/HIT training rotation</li> </ul>	

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

Sports Uniform – black shorts, black tracksuit pants, College PE top, black fleece jacket, runners (not skate shoes), suitable hat for Term 1 and Term 4.

## PERSONAL TRAINING

### Prerequisites/Special Requirements (if any):

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Students will be introduced to a range of basic exercises and methods that can be used both within and outside the gym environment. Students develop an understanding of correct techniques, common faults, spotting procedures and gain skills in movement analysis. The subject is both theoretical and practical.

**Assessment:** Completion of work requirements, including an investigation/ programming assignment, written and verbal tests – application to skills development and practice exercises, and use of appropriate safety procedures.

### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
1 <sup>st</sup> Term	<ul style="list-style-type: none"> <li>• Careers in sport</li> <li>• The processes involved in personal training (screening, risks, fitness testing, PAR Q, goals)</li> <li>• Log book</li> <li>• Types of training methods (Circuit, continuous, interval, resistance, Fartlek)</li> <li>• Training Principles</li> <li>• Specificity, duration, intensity, frequency, progressive overload</li> </ul>	<ul style="list-style-type: none"> <li>• Personal fitness goals</li> <li>• Fitness Testing (pre-tests)</li> <li>• Continuous Training</li> <li>• Circuit Training</li> <li>• Resistance Training</li> <li>• Interval training/Fartlek</li> <li>• Local Gym</li> <li>• Abdominal/Swiss ball training</li> <li>• Designing a training program</li> </ul>
2 <sup>nd</sup> Term	<ul style="list-style-type: none"> <li>• Muscles– basic anatomy, types, roles and functions</li> <li>• Bones – basic anatomy, name, functions and responses to exercise</li> <li>• Levers, joints and movements</li> <li>• Injury prevention</li> <li>• Recovery methods</li> <li>• Health professionals</li> <li>• Obesity, factors affecting exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in a 6 week training program</li> <li>• Fitness Testing (post-tests)</li> </ul>

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
 Sports Uniform – black shorts, black tracksuit pants, College PE top, black fleece jacket, runners (not skate shoes), suitable hat for Term 1 and Term 4.

## STRIKING SPORTS

### Prerequisites/Special Requirements (if any):

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Students concentrate on improving skill levels, showing an understanding of game strategy and umpiring as well as developing co-operation, teamwork, sportsmanship and safety awareness. Students examine factors that influence community decisions to promote and support sporting, recreation and leisure activities. Pursuits are chosen from the following areas: swimming, hockey, indoor cricket, lacrosse, baseball, softball, badminton, table tennis and tennis.

**Assessment:** Completion of work requirements – skills development and participation, application to team games and strategies/umpiring, completion of theory and/or project work and use of appropriate safety procedures.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
Students complete one period of theory on the rules, strategies and history and 3 practical periods on the skills and game structure of the sports being covered each week	Class Participation in all activities
During the warmer months games such as baseball, softball, tennis, lacrosse and cricket are covered.	Unit Tests
During the cooler months indoor games such as the badminton, table tennis, indoor hockey and indoor cricket are taught.	Sports Project
	Skill development

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
 Sports Uniform – black shorts, black tracksuit pants, College PE top, black fleece jacket, runners (not skate shoes), suitable hat for Term 1 and Term 4.

**INTRODUCTION TO VCE PHYSICAL EDUCATION / HEALTH**

**Prerequisites/Special Requirements (if any):** This unit is only available too Year 10 students.

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

This unit is highly recommended for any student intending to do Physical Education or Health in Year 11 & 12. Students will participate in a mix of theory and practical classes each week. Areas of study will include:

- Body systems and the effect of exercise on these systems.
- Motivation for participation in physical activity
- Skill development
- Coaching
- Adolescent health and development
- Adult health and development
- Healthcare and Careers in Health

**Assessment:** Completion of work requirements, including unit tests – application to skills development and practice exercises, completion of theory and/or project work and use of appropriate safety procedures.

**Brief Course and Assessment outline:**

	Course Outline	Assessment Summary
1 <sup>st</sup> Term	<ul style="list-style-type: none"> <li>• Muscular and skeletal systems</li> <li>• Muscular contractions</li> <li>• Food fuels and energy systems</li> <li>• Health and human development</li> <li>• Youth health status</li> <li>• Nutrition</li> <li>• Global marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of bone laboratory</li> <li>• Gym circuit analysis</li> <li>• Volleyball analysis</li> <li>• Muscular and skeletal systems test</li> <li>• Analysis of energy systems during fitness tests</li> <li>• Food fuels and energy systems test</li> <li>• Class work / topic tests</li> </ul>
2 <sup>nd</sup> Term	<ul style="list-style-type: none"> <li>• Acute cardiovascular responses</li> <li>• Acute respiratory responses</li> <li>• Acute muscular responses</li> <li>• Chronic adaptations to exercise</li> <li>• Sustainable development goals</li> <li>• National health priority areas</li> <li>• Ottawa charter</li> <li>• Medicare and private health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Practical analysis of acute and chronic responses</li> <li>• End of unit exam</li> </ul>

## HEALTH & FIRST AID

### Prerequisites/Special Requirements (if any):

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

The emphasis of the subject is based on First Aid and its application in an emergency and various settings. The Health aspect of the subjects is focussed on students investigating and discussing issues relating to themselves, their development and safety within the community.

This is achieved through:

- completing and being assessed for the Occupational Health and Safety Certificate (level 2)
- evaluating community programs addressing health and safety issues
- developing personal decision making skills, including alcohol and drug use.
- understanding sexual decision making and the effect of STI's
- focus on healthy lifestyle practices, nutrition and healthy eating.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
First Aid Topics	Practical & theory
Injury & Illness	Research assignment
Health & Wellbeing	Practice & discussion
Apply First Aid qualification including CPR	Practical & theory assessment

### Cost Applicable

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

## RECREATIONAL PE

Length of course: One semester / 4 periods a week

Pre requisites (if any): Nil

### Brief Description / Outline

Are you thinking of doing something a bit different in Physical Education? Not keen on exhaustive games? Not keen on the competitive nature of most sports?

If you're still reading, then this subject is probably what you're looking for!

The 'sports' covered in this subject have a more recreational focus and therefore are a bit more laid-back than those covered in Ball Sports and Striking Sports

Most or all of the sports listed below will be covered:

- Lawn bowls
- Carpet bowls
- Archery
- Clay target
- Darts
- Recreational swimming
- Golf

Course Outline	Assessment Summary
Students complete one period of theory on the rules, strategies and history and 3 practical periods on the skills and game structure of the sports being covered each week	Class Participation in all activities
During the warmer months games such as lawn bowls, recreational swimming and cycling, Archery and Golf will be taught	Unit Tests
During the cooler months indoor games such as darts, clay target, carpet bowls will be taught	Sports Project

## INDONESIAN

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

#### Semester 1

The first topic is sport, entertainment and leisure activities in Indonesia. Indonesia's natural environment, including seasons and weather lead to an in-depth understanding of weather maps. Students write and present a weather forecast for a particular province of Indonesia. Classroom activities include games, listening comprehensions, written exercises, role-plays, interviews, written projects and tests.

#### Semester 2

Study of Indonesia's natural environment is completed by learning about some of Indonesia's active volcanoes. Holidaying in Indonesia is the second topic. It includes an introduction to some of Java's most famous tourist attractions, how to prepare for an overseas trip, types of places to stay and cultural tips. Classroom activities include listening comprehensions, written exercises, role plays, interviews, written projects and tests.

### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
<b>Semester 1</b>	Hobbies, sports and entertainment in Indonesia and Australia, saying how often you take part, club membership, Indonesian bands, tropical life, weather and seasons, the impact of volcanoes on Indonesia's environment and people.	<ul style="list-style-type: none"> <li>• Weekly homework</li> <li>• Joining a club role play and a weather forecast</li> <li>• Event advertisement project</li> <li>• Cultural knowledge tests</li> <li>• Listening tests</li> <li>• Written tests</li> </ul>
<b>Semester 2</b>	World famous Javanese tourist destinations including Bogor Botanic Gardens, ancient Central Javanese temples, accommodation, holiday preparations, making bookings, distances, itineraries and cultural tips when travelling in Indonesia.	<ul style="list-style-type: none"> <li>• Weekly homework</li> <li>• Booking accommodation role play</li> <li>• Written project</li> <li>• Cultural knowledge tests</li> <li>• Listening tests</li> <li>• Written tests</li> </ul>

**Materials:** 2 X 96 page exercise books, four ring binder and 20 plastic pockets

**Future Pathways:** VCE Indonesian

## INDONESIAN EXTENSION

Participation in on-line language learning activities and competitions.

### 2D ART

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

Students explore a variety of media including painting, drawing, printmaking, collage, photography, and digital art forms. They are encouraged to explore a range of concepts and ideas and explore a range of techniques and processes. Students follow the artistic studio process followed by VCE level students, and this includes researching and investigating the work of other artists in contemporary and historical contexts. The use of a visual diary to record research, trials, notes, and evaluation plays a crucial role in the assessment of classwork, alongside final artworks.

**Assessment:** Folio of finished artworks, visual diary, research/analysis assignments.

**Excursions:** Possible excursions to galleries, exhibitions (extra cost involved).

**Materials:** A4 or A3 Visual Art Diary, 120 pages, HB/2B graphite pencils, coloured pencils, ruler, eraser and scissors.

**Future Pathways:** VCE Studio Arts (Units 1-4)

### 3D ART

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

Students investigate both the theoretical and practical aspects of 3D art throughout the semester building skills and knowledge. Students develop a deeper understanding of the Elements and Principals of art and how they are used to create work. Students focus on contemporary Visual Arts practices of other artists from Australia, Indigenous Australia and South-East Asia.

In the practical component of the unit students explore, develop, refine, reflect and create Artworks using a variety of 3D materials including ceramics, wire, wood, papier-mâché, found object and assemblage. These practical outcomes can be individual and collaborative.

Students use a digital platform as a journal to present ideas and record the development of their 3D practice.

**Assessment:** Digital folio, comparative essay, practical work.

**Cross-Curricular Outcomes:** Literacy, Numeracy.

**Excursions:** Excursions to major arts institutions and regional galleries, local arts studios. (Extra costs)

**Materials:** A4 or A3 Visual Art Diary, 120 pages

**Future Pathways:** VCE Studio Arts (Units 1-4)

### MEDIA

**Prerequisites/Special Requirements (if any):** Functional Laptop (BYOD)

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

This course emphasises knowledge and skills that will enable you to understand digital media communications in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of digital media works and audience responses to them, as well as creating your own digital media products, using Adobe Photoshop, Premier and Audition, you will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, listening, reading, interpreting, speaking, writing and representing in digital media formats.

Course Outline	Assessment Summary
Images – topics include memes and photography	Production of memes and photographic series.
Sound – radio production and creating pod casts	Production of a radio show / pod cast
Audio visual – Film, short film: script writing, filming, editing, producing.	Production of short film or music video

**Materials:** 1 x USB storage device and SD card.

**VISUAL COMMUNICATION DESIGN (VCD)**

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

Students complete a range of tasks relating to design briefs in the three design fields of communication design, industrial design & environmental design. Students use the design process to research, explore and develop ideas. They then respond to peer and teacher feedback to further refine their ideas and create high-quality presentations. Students explore a range of traditional and digital media to realise their ideas, whilst also considering the design elements and principles as ways to improve upon their designs. The exploration of case studies allows them to see and understand the way professional design is applied beyond formal education.

**Brief Course and Assessment outline:**

Assessment Tasks *		
1.	Design Process, Design Elements & Principles, Using Adobe Illustrator	Design Process, Design Elements & Principles, Using Adobe Illustrator
2.	Technical Drawing - Isometric & Third-angle Orthogonal, Design Process, Rendering textures and surfaces.	Technical Drawing - Isometric & Third-angle Orthogonal, Design Process, Rendering textures and surfaces.
3.	Technical Drawing - Scale, Floor plans, Elevations, Industry conventions.	Technical Drawing - Scale, Floor plans, Elevations, Industry conventions.

\*Order of tasks can be subject to change

**Materials:** A4 Visual Diary (120 pages), HB/2B grey lead, coloured pencils, 300mm ruler, eraser, Black .6mm fine liner.

**Future Pathways:** VCE Visual Communication Design (Units 1-4)

### DRAMA

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

In Years 9 and 10, Drama students continue to develop and apply their knowledge of Drama terminology and techniques, particularly Dramatic Elements. E.g. voice, movement, gesture, space, focus, language etc. Students will be required to research, explore, create and respond to various theatrical styles and/or cultural influences.

The foci for students are: the development and influences of theatre throughout the ages, scripting, playmaking, performance, reflection and evaluation, with emphases on participation, co-operation and contribution. Additionally, this course introduces “Non-Naturalism”, the style of acting used in the VCE Drama course.

**Brief Course and Assessment outline:**

	Course Outline *	Assessment Summary
Topic 1	The actor – “Tools of the Trade”: the body, breath, voice, & imagination	
Topic 2	History of theatre	Research and presentation task – ensemble
Topic 3	Comedic Theatre	Practical Task – individual creation and performance
Topic 4	Class Performance	Contribution to both playmaking and performance
Topic 5	Introduction to Non-Naturalism	Written comparison of Realism and Non-Naturalistic styles of acting.
		<ul style="list-style-type: none"> <li>Maintained Drama diary – class notes and playmaking ideas</li> <li>Written analysis following the completion of each performance task</li> </ul>

\*Order of topics can be subject to change

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

**Future Pathways:** VCE Drama

## MUSIC

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

In this unit music students continue to build on their performance and technical skills with graded playing challenges. Students observe, evaluate and reflect on their own and other's performances. Theory and aural skills are further developed as a potential pathway to VCE. Development of aural skills, including chord progressions and rhythmic transcription are continued. Analysis of varying music forms and styles are studied, particularly within the genres of rock as well as the history of music. Students explore creative composition with simple arranging and improvisation techniques.

### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic	Performance and Technical skills	Practical performances
Topic	Theory and Aural skills	Sequential assessment tasks
Topic	Score reading and analysis tasks on selected music pieces.	Completed listening charts
Topic	Creative composition	Transcribed and performed

**Materials:** 48 Page Exercise/Binder Book 8mm with holes punched on side  
Binder Folder A4, 4 Ring 25mm spine

**Future Pathways:** VCE Music

### MUSIC TECHNOLOGY

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

#### **Brief Description / Outline:**

In this unit you will create compositions using Music Technology and learn about live sound and set up. You will continue to build on your playing and performance skills, choosing a main instrument on which to focus. You will perform in both solo and group situations, as well as learn how to set up speakers and work a mixing desk and how to balance sound. Listening and aural skills make a great musician so we will practise these as well as increasing knowledge of music theory. You will continue to respond and evaluate different styles as well as composing music using the SoundTrap computer program. You will discuss the role of a producer and the workings of a recording studio. After completing this subject you will be a more confident musician, producer and audio engineer, with a clearer idea of what is involved taking this subject as a pathway towards V.C.E.

Year 9	Year 10	Year 11	Year 12
Year 9 Music (elective)	Year 10 Music (elective) Unit 1&2 VCE Music	Unit 1&2 VCE Music Unit 3&4 VCE Music	Unit 3&4 VCE Music

## CODING

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Coding is an exciting brand-new subject in Information Technology. Students learn what it takes to make web applications through HTML, CSS and JavaScript. They investigate the world of app-making by learning how to get their apps onto the iTunes store and Google Play. Students become informed customers by understanding the components inside smartphones and laptops, and they investigate the latest advancements in technology from around the globe, including the people who have become billionaires through their technology ideas. Students find out how easy it is to make their own computer game and learn about the different types of computer viruses and how to protect their devices. Students who complete this subject will be well-prepared to jump into the world of digital technologies that awaits them!

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
<ul style="list-style-type: none"> <li>• Drag &amp; drop programming</li> <li>• Modifying webpages</li> <li>• HTML</li> </ul>	<ul style="list-style-type: none"> <li>• Research Assignments</li> <li>• HTML modules</li> <li>• HTML tests</li> </ul>
<ul style="list-style-type: none"> <li>• Computer components</li> <li>• Emerging technologies</li> <li>• HTML – CSS</li> </ul>	
<ul style="list-style-type: none"> <li>• Smartphones</li> <li>• HTML – CSS - JavaScript</li> </ul>	
<ul style="list-style-type: none"> <li>• Python</li> <li>• Apps</li> </ul>	

**Materials:** USB storage device

## ROBOTICS

**Pre requisites (if any): Nil**

**Length of course One Semester / 4 periods per week.**

### **Brief Description / Outline:**

Robotics is a new subject within Technology. With STEAM education being a major focus within education it is important that you understand how advancements in robotics will influence the world. You will learn how to program robots to complete simple and complex tasks. You will learn to build various types of robots that will complete courses, play games and respond to their environments through the programming that you will learn. This may involve team competition style lessons where you will compete against other teams within the class to demonstrate your skills in building and programming your robot. The course starts from the basics and will be limited by your interest and ability to be creative within this exciting STEAM education class.

Course Outline	Assessment Summary
<ul style="list-style-type: none"> <li>• Introduction to robotics</li> <li>• Introduction to coding languages</li> <li>• Introduction to building robots</li> </ul>	<ul style="list-style-type: none"> <li>• Research Assignments</li> <li>• Coding demonstration</li> <li>• Competition (demonstration of team work and coding proficiency)</li> </ul>
<ul style="list-style-type: none"> <li>• Robot components</li> <li>• Development of skills in coding Drop drag through to coding language</li> </ul>	
<ul style="list-style-type: none"> <li>• Building, adjustment and coding of robots</li> </ul>	
<ul style="list-style-type: none"> <li>• Competing against other teams in the robotics</li> </ul>	

**Materials: Nil**

## FOOD TECHNOLOGY A – Healthy Choices

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### **Brief Description / Outline:**

This unit will enable students to learn a lot of helpful information about how to cook and eat well, as well as organize themselves in the kitchen. They will make healthy choices when planning for meals and find out how to put together great meals and snacks for friends and family. This will give students the opportunity to try spicy beef enchiladas, apple and filo parcels or making their own bread, as well as the opportunity to design and prepare their own creations.

### **Brief Course and Assessment outline:**

	Course Outline *	Assessment Summary
<b>Topic 1</b>	Exploring Food	Research
<b>Topic 2</b>	Healthy options	Design brief
<b>Topic 3</b>	Food for teenagers	Design brief, Practical observation
<b>Topic 4</b>	Hot topics	Portfolio

\*Order of topics can be subject to change

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
A container bought to each practical class to take home any leftovers.

## FOOD TECHNOLOGY B – Foods of the World

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### **Brief Description / Outline:**

This unit has a bit of an international flair to it. Students get to challenge their taste buds by preparing and tasting some foods they may not have tried before, as well as some old favourites. They will make meals originating from a variety of countries and design their own two-course meal from a particular country. As well as finding out great tips on setting themselves up in the kitchen and producing food efficiently, they will get an insight into how Australian Cuisine has been influenced by the world around us.

### Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Topic 1	Food hygiene & safety	Written tasks on food handling and physical contaminants
Topic 2	An International Cuisine	Travel Blog
Topic 3	Indigenous Cuisine	Practical observation Portfolio
Topic 4	Food Fusion	Portfolio Task

\*Order of topics can be subject to change

**Materials:** 1 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
A container bought to each practical class to take home any leftovers.

### FOOD TECHNOLOGY C – Food for Celebrations

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

#### Brief Description / Outline:

This unit explores food for celebrations – planning for and producing a variety of finger foods, snacks and dishes that could be provided at celebratory events. Think a birthday party, a family gathering and, of course, Christmas. Students will learn about what foods are used for celebrations in other countries around the world. They will also find out how to cook in larger quantities since they may need to feed a group of people, rather than just themselves.

### Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Topic 1	Environmental considerations when planning food celebrations	Practical observation
Topic 2	Dietary requirements for guests at celebrations	Design brief
Topic 3	International celebrations	Research project and presentation
Topic 4	Cooking for celebrations	Practical observation

\*Order of topics can be subject to change

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
A container bought to each practical class to take home any leftovers.

## FOOD TECHNOLOGY D – Dietary Challenges

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### **Brief Description / Outline:**

This unit is set up for students to use the knowledge and skills they have learnt over the past few years. Within this course we explore a range of dietary challenges that face members of our community, such as diabetes, dairy, nut and egg allergies. Students will explore suitable substitutes that will cater to their needs. Students' skills will be put to the test! They will learn how to perfect their kitchen organizational skills and continue applying their healthy eating knowledge.

### **Brief Course and Assessment outline:**

	Course Outline *	Assessment Summary
Topic 1	Food hygiene & safety	Practical observation
Topic 2	Allergies and Intolerances	Portfolio
Topic 3	Menu Design	Design brief
Topic 4	Dietary Choices	Research assignment and presentation

\*Order of topics can be subject to change

**Materials:** 1 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
A container bought to each practical class to take home any leftovers.

## WOOD TECHNOLOGY (Advanced)

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

In this unit students develop skills in basic framing and construction techniques including housing and rebate joints, biscuit and dowel joints, as well as associated technical conventions. They complete a practical task involving a simple box construction and then research and design a project to construct individually. Emphasis is on attention to detail and accuracy, correct and safe use of tools and basic machinery, as well as suitable and effective application of surface finishes. Students research and produce a glossary of framing and construction techniques and an assignment on forestry and types of timber.

**Materials:** 2 x 48 Page **GRID** Exercise/Binder Book 10mm squares with holes punched on side