

SUNBURY
COLLEGE

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YEAR 10 GUIDE
2019

2019

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WELCOME TO YEAR 10.....

The transition from Year 9 to Year 10 is a significant one. Year 10 marks the beginning of the senior years of education. Students are faced with greater choice and greater responsibility for their own education. This is the time they start to seriously consider their pathway to employment, further education and training. Over this year, students assess their capabilities and make decisions about their final years of schooling. The college provides considerable careers support to Year 10 students including a Work Experience Program in Term II. It is also a time when students start to fully explore their leadership capabilities. This booklet outlines the curriculum opportunities for Year 10 students and should be read carefully. House Leaders, teachers and the careers team are geared to provide support and encouragement to students as they make their choices for Year 10. Other significant people to consult are family, older students, subject teachers and the Assistant Principals who have worked with you over the last three years. It is an exciting time and the college looks forward to working with you over these last three years of your secondary education.

ASSESSMENT AT YEAR 10

VICTORIAN CURRICULUM

The Victorian Curriculum is the primary assessment tool from Prep to Year 10. The curriculum provides a set of common state-wide levels which schools use to plan student learning, assess student progress and report to parents. Reports reflect where students are placed along the level continuum and highlight student capabilities. Students are expected to improve by 1.0 level over each year. At the end of Year 9, they are expected to be operating at Level 9. By the end of Year 10, students should be operating at Level 10. The college keeps data on each student's performance from Years 7-10 including achieved levels, Student Learning Profile, Naplan test results and PAT test results.

LEARNING TASKS ON COMPASS

In conjunction with the Victorian Curriculum, assessment tasks undertaken in Year 10 subjects and posted on Compass under learning tasks. This gives students an indication of the quality of their work and provides another view of performance. These tasks may be assessed according to levels or a numerical score (i.e. % or raw score).

NOTE:

1. Work is differentiated at Years 7-10 and efforts are made to progress all students learning. While they may progress and do well on assessment at their level, semester reports will record their progress according to Level 10.

VICTORIAN CERTIFICATE OF EDUCATION – VCE

For Year 10 students who are invited to undertake a VCE subject as an accelerated study, they will also be assessed under the rules and regulations of the Victorian Curriculum and Assessment Authority (VCAA). In these subjects, students have to **satisfactorily complete ALL Learning Outcomes which are listed in the Study Design for each VCE subject which is developed by the VCAA**. Each VCE subject is broken into Units of Study which run for one semester. Each Unit of Study has specific Learning Outcomes which must be met. A student undertakes tasks they must satisfactorily complete to be given credit towards the VCE for that Unit of Study. A student at Year 10, who is invited to study a VCE subject, would study both Unit 1 and Unit 2 of this subject. Refer to the Accelerated Learning and VCE sections of this booklet for more information.

YEAR 10 EXAMS

In Year 10 half year and end of year exams are undertaken in all subjects. Exam results are printed on semester reports.

PROMOTION TO VCE – ADVANCE NOTICE

The college has a promotion policy from Year 10 to VCE. The policy is designed to avoid the situation where students, not capable of meeting the demands of VCE, are put in a position that affects their general wellbeing. The College does take into account individual circumstances when applying this policy. The promotion policy requires that students meet the following **minimum success criteria** for promotion:

Average Work Habit Rating of 3.00 or above with demonstrated improvements in Semester Two Ratings in conjunction with:

- A **minimum** Victorian Curriculum level of 9.5 across all subjects
- Demonstrated ability to satisfactorily complete all work tasks in core subjects and other units of study relevant to VCE choices, as shown in semester reports.
- Satisfactory performance in at least **4** Year 10 exams at half year and end of year.
- Minimum of 80% attendance in class. Note: the policy for VCE is 90% attendance.

The college will also take into consideration when looking at Promotion:

- Performance in Naplan and Student Learning Profile Test in Year 9

Students who are unable to meet the minimum criteria will be counselled in a meeting that also involves parents, about other options including: VCAL opportunities, three year VCE, TAFE etc.

Case Study:

David has struggled with his schooling over the past few years, particularly in Maths and English. However, his teachers made very favourable comments on his report and importantly he has an average Work Habits rating of 3.50. He generally maintains good attendance (85%). He mostly misses classes due to his involvement in other school activities. His Victorian Curriculum levels at the end of the year varied but ranged between 9.0 and 9.5. He passed all exams except English. David and his parents meet with his House Leader and a Senior Programs Leader. David wants to be a carpenter. He ideally wants to stay at Sunbury College and then go on to an apprenticeship. Alternatives to VCE are presented to David for his consideration including a TAFE pathway or a VCAL program. However, given his work ethic and willingness to improve, the College also offers him a VCE pathway. His performance in English is noted and strategies are discussed about how he can improve and pass VCE English, a compulsory requirement should he choose this path. David will also need to monitor his extra curricula activities so he doesn't miss too much school. The college will monitor and review David's progress in term I of the new year. David has choice about his pathway through secondary schooling largely because of his work ethic and attendance.

YEAR 10 PROGRAM STRUCTURE

- All Year 10 students undertake **6** subjects in each semester for 5 periods a week. These subjects are referred to as **Units of Study**.
- Students undertake 12 Units of Study over the whole year, six per semester. Some Units of Study are year long studies but many only run for one semester.
- Year long studies include: Core Units of Study, Japanese, Vocational Education and Training Courses and VCE studies. **Each** of these studies takes up **2** out of **12** choices.

Students may build their own program of study (12 Units of Study), taking into account the following restrictions:

- There are three CORE Units of Study which all students must study over both semesters. These subjects constitute 6 Units out of the 12 to be studied:
 - o English
 - o Mathematics
 - o Science
- Students must choose ONE Unit of Study from each of the following streams. These choices constitute 3 Units out of the 12 to be studied:
 - o Humanities
 - o Health and Physical Education
 - o Technology / Arts
- Students choose 3 other Units of Study they would like to undertake to make up the 12 units to be studied in Year 10.
- Students invited to undertake a VCE accelerated program will choose a year long VCE subject (2 units out of the 12 to be studied).

The table below illustrates an example of this selection process

Semester 1	English	Mathematics	Science	Humanities choice	Technology/Art Choice	Other choice
Semester 2	English	Mathematics	Science	Health and PE choice	Other choice	Other choice

ACCELERATED LEARNING – UNDERTAKING A VCE SUBJECT AT YEAR 10

At Sunbury College accelerated VCE means:

A student completes one subject earlier than the normal VCE years. A number of students are offered the opportunity at Year 10 to study a Units 1 and 2 VCE subject as part of their course load. These students are then also offered the opportunity at Year 11 to study a Units 3 and 4 VCE subject as part of their course.

What is the advantage of accelerated VCE at Sunbury College?

Students who complete a Units 1 and 2 VCE subject in Year 10 have:

- An advantage in that they have preparation to undertake a Units 3 and 4 VCE subject in Year 11 and they have a taste of what VCE is all about.
- The opportunity to explore a subject early which may help with planning the rest of their VCE.
- The opportunity to gain much desired exam practice as a preparation for the rest of VCE.
- An additional academic challenge and an opportunity to undertake more study in an area of interest.

Students who complete a Units 3 and 4 VCE subject in Year 11:

- Have an advantage in that they will end up with six Year 12 subjects instead of five when they finish VCE. This is important if they want to go to University as they will receive an additional bonus towards their Australian Tertiary Admissions Rank (ATAR - calculated for tertiary entrance) score which may help them get into the course they want. Every Unit 3 and 4 VCE subject is scored out of 50. After some adjustment of these scores to ensure fairness across all subjects, the ATAR is calculated by taking the Units 3 and 4 VCE score for English plus the next best three scores plus 10% of the fifth and sixth subject scores awarded. A student who does extremely well in a Unit 3 and 4 VCE subject at Year 11 can eventually have that score contribute as a 'next best three' or 10% fifth or sixth subject. They also gain exposure to the General Achievement Test (GAT).

Are there disadvantages of accelerated VCE at Sunbury College?

- Some students struggle with the academic demands of the VCE subject and this can result in a loss of confidence particularly if results are poor.
- Some students are just not mature enough to undertake certain subjects and they have difficulty understanding some of the concepts explored.
- Some students choose to do an accelerated program and have difficulty with the organizational aspects of juggling their whole course load. They put too much time into the VCE subject and other important subjects at Year 10 suffer.
- Some students choose to do an accelerated program for the wrong reasons, e.g. For example, because a friend is also doing an accelerated subject.

COLLEGE GUIDELINES FOR VCE ACCELERATION

Students are offered the opportunity to undertake an accelerated program based on:

- Demonstrated satisfactory Victorian Curriculum levels at Year 9 and scores on assessment tasks and exams
- Number of Honours awarded in first semester
- Performance in PAT and Naplan Tests (Year 7 and Year 9 when available)
- Performance in Student Learning Profile test at Year 9
- Commitment to study and enjoyment of academic challenge
- Desire to study at University
- Recommendations of teachers
- Average Work Habits rating above 3.75
- Attendance at 80% or above. Note: VCE attendance requirement is 90%.

If you are offered the opportunity to undertake an accelerated program:

1. Consult your subject teachers and consider their advice seriously. Talk also to your parents and if you need to, the Careers Coordinator.
2. Talk to Year 10 students who are doing a VCE subject this year.

3. Read carefully, the VCE section of this book and choose the subject you would like to study, based on your interest and academic aptitude. Don't do a subject because your friend is.
4. Consider whether you are ready for this subject both at Year 10 and possibly Year 11 if you go on with it. Talk to the subject teacher about concepts that may be difficult for a younger student to comprehend.
5. Consider whether you need to do a VCE subject earlier – What is your general career aim? Is university a serious option for you?
6. You will still be required to complete the full time equivalent load of 5 Unit 3 and 4 subjects when you are in Year 12.

VCE SUBJECTS ALLOWED FOR ACCELERATION AT YEAR 10

Information on VCE subjects is available in the VCE Course Guide. Students will be counselled regarding their options for accelerated study. Due to timetable constraints the college may not be able to offer a place to students in their preferred study.

There are opportunities for students to complete a first year university subject within their Year 12 program. This can also act as a 6th subject towards their VCE. Interested students should speak to the Senior Programs Leader or the Careers / VET Leader.

OTHER SUBJECT OPPORTUNITIES AT YEAR 10

Year 10 students are offered the opportunity to undertake Outdoor and Environmental Studies VCE Unit 2 which will offer a pathway to Units 3&4 in Year 11 providing an additional subject for ATAR purposes.

Year 10 students are also offered the opportunity to undertake **VET (Vocational Education and Training)** subjects in the following areas:

Business, Creative and Digital Media; Music; Sport and Recreation

VET Certificate courses provide students with specific training for work in a variety of industries and recognition of their competency to undertake work tasks. The courses are more practical in structure than traditional curriculum. The courses offered by schools range from Certificate II to III level under the Australian Qualification Framework, are nationally recognised and often delivered under the auspices (guidance) of a Registered Training Organisation e.g. TAFE. Completion of parts or all of a certificate program can contribute towards the successful completion of the VCE or a VCAL program. The level of contribution varies according to the hours undertaken in the program. Some can contribute to a student's Australian Tertiary Admissions Rank. Most courses require a student to undertake structured workplace learning with an employer. Students must be prepared to be flexible to meet the demands of courses.

These subjects may also, if continued with in Year 11, provide a contribution to a student's ATAR.

Students wishing to undertake these subjects have to satisfy *subject specific entry requirements* for acceleration (Refer to subject outlines) as well as:

Average Work Habit Rating of 3.00 or above with demonstrated improvements in semester two ratings in conjunction with:

- A **minimum** Victorian Curriculum level of 9.5 across all subjects
- Demonstrated ability to satisfactorily complete all work tasks in core subjects and other units of study relevant to VCE choices, as shown in semester reports
- Satisfactory performance in at least **4** Year 10 exams at half year and end of year
- Minimum of 80% attendance in class.

ACADEMIC SPORTS PROGRAM

The Academic Sports Program is an initiative designed to enhance study and career opportunities within the health sciences and sport and recreation. The program of study (see over) offers flexibility for students to pursue post schooling study in areas like:

- nursing
- dietetics and nutrition
- physical education teaching
- physiotherapy
- osteopathy
- sports management
- sports administration
- sports coaching
- community recreation officers, personal trainers and fitness instructors

The subjects for study in their senior years of schooling have been chosen to facilitate entry into tertiary studies that cover the above mentioned professions. Importantly the course also keeps other career path options open and allows students to vary their program as the need may arise.

Students accepted for entry into the Academic Sports Program will also be exposed to a range of events and professional learning activities that enhance their studies. These may include visits to sporting facilities and universities and guest lecturers from sports related industries. We will also further our current links with institutions such as RMIT to give students firsthand experience of the tertiary environment.

To further their skill development in this area and satisfy some of the individual subject requirements students in the Sports Academy will be expected to:

- coach at least one sporting team during the year
- assist in the House Sporting Carnivals and
- deliver lunch time sporting activities at various times throughout the year.

This will also help develop their leadership and organisational skills necessary for any future career path. They will be supported and guided by the Director of the program, the college Sports Coordinator and their Sport and Recreation teacher, along with the Careers and House teams. In recognition of their status in the school an Academic Sports Program uniform may be purchased upon acceptance into the program. Students are invited to apply for the program via an application form which will be available from the General Office.

In this program students undertake the following sequence of studies. Students should note the Year 10 sequence and make sure they select the correct units.



STUDIES UNDERTAKEN



Core Studies



Optional Studies

Learning Sequence						
Year 10	English	Maths	Science	VET Sport and Recreation Units 1 and 2	ONE Phys Ed/Health Unit OR VCE Outdoor Education	ONE semester units of study from Humanities and ONE from Arts/Technology
Year 11	English	Maths General Methods Specialist	VET Sport and Recreation Units 3 and 4	VCE Physical Education Units 1 and 2 OR Outdoor Education	Any of the following: Physics Biology Chemistry Psychology Human Development Accounting Economics	Any of the following: Physics Biology Chemistry Psychology Human Development Accounting Economics
Year 12	English	Maths Further Methods Specialist	One of: Physics Biology Chemistry Psychology Human Development Accounting Economics Business Management	VCE Physical Education Units 3 and 4	One of: Physics Biology Chemistry Psychology Human Development Accounting Economics Business Management	No selection in this block

Entry Criteria – Competitive process so below are minimum criteria

- Achievement of at least an average WHR of 3.50 with no lower than 3 in any subject
- Successful completion of all units of study for each semester
- Satisfactory results in all subject exams at the end of each semester with a particular focus on English and Maths
- Performance in the Student Learning Profile
- Career Aspirations
- Organisation skills
- Sporting interests and level of competition
- Full adherence to school policy including uniform
- A high level of satisfactory behaviour
- Compliance with the requirements of the program
- A minimum of 80% attendance in class.

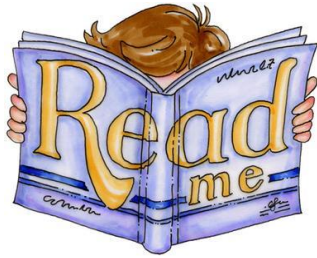
Ongoing involvement in the program will be conditional on students maintaining the required criteria levels.

YEAR 10 COURSE OUTLINES - CORE UNITS OF STUDY

All students must undertake English, Mathematics and Science over the whole year. Below is information on these Core Units of Study. You will be given a **COURSE SELECTION SHEET** to fill in your choices. If you are **INVITED TO UNDERTAKE AN ACCELERATED VCE PROGRAM**, there will be an **ADDITIONAL VCE SELECTION AND SELF ASSESSMENT SHEET to fill in.**

ENGLISH (ENG)

Course overview



The course involves the study of various texts and their contexts, enhancing language control and employing a range of learning strategies. English at year 10 is aimed at preparing students for VCE. There is a strong emphasis on improving and refining skills involved in writing essays for the purpose of persuasion and analysis and developing critical evaluation skills and effective communication in spoken language.

Expectations of students

- Willingness to challenge themselves with Oral Presentations
- Ability to draft and reflect on their own work
- Ability to read/view all texts prior to commencement of text studies
- Commitment to reading all texts prior to work commencing in class
- Independent planning for writing tasks
- Completion of class work

Related Careers

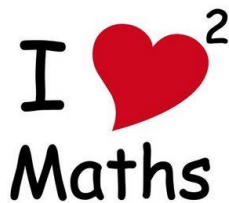
English is a prerequisite for most University courses and often there is an expected study score to be achieved. Specific careers where solid English skills are relevant: Teaching, Public Relations, Journalism, Professional Writing.

Further Enquiries

Year 9 English teachers and V Strangio

MATHEMATICS (MATHS)

Course overview



There are two Mathematics subjects offered at Year 10. The maths coordinator in conjunction with year 9 teachers will compile data on current year 9 students which consist of: Semester 1 maths exam mark, Semester 1 English exam mark, GAT, PAT, WHR, Victorian Curriculum levels (previously VELS), teacher recommendation and Naplan data.

Standard Mathematics: A mainstream core subject covering the following topics: Indices, Pythagoras Theorem, Trigonometry, Algebraic Expansions, Linear Functions, Statistics, Financial Maths, Networks and Simultaneous Equations.

Advanced Mathematics (Students invited to undertake): This subject runs as an accelerated program and covers the following topics: Trigonometry, Linear and Quadratic Functions, Co-ordinate Geometry, Statistics, Probability, Algebra, Simultaneous Equations, Financial Maths, Exponents and Measurement. This subject also covers extra work for students who need extending and prepares students for the VCE Maths Methods course. Students undertake VCE Maths and get credit for Units 1 and 2.

Expectations of students

- Willingness to practise skills and complete online Maths tasks at home
- Attending Homework club for extra assistance if required

- Willingness to participate in Maths related activities like the Maths Competition

Related Careers

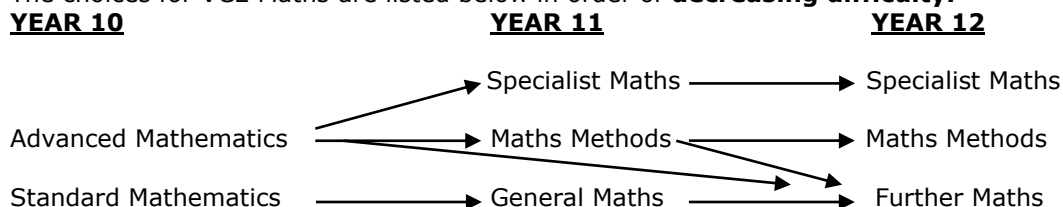
Most Science and Engineering and some Business courses require the completion of Maths with a specific study score at VCE. Entry to the Armed forces often requires a full years pass in Maths.

Further enquiries

Year 9 Maths teachers and T Martin

WHICH YEAR 10 MATHS LEADS INTO YEAR 11 AND 12 MATHS SUBJECTS?

The choices for VCE Maths are listed below in order of **decreasing difficulty**.



ADVANCE NOTICE: Entry to VCE Maths

ENTRY TO GENERAL MATHS YEAR 11

If a student wants to do General Maths at Year 11 (and then possibly Year 12 Further Maths), they should meet the following recommendations:

- The student should have done Mathematics at Year 10 and achieve the expected Victorian Curriculum standard of 9.5 and have an S (satisfactory) for both Semester 1 and Semester 2.
- It is not recommended that any student attempt Year 11 General Maths if they were graded below the expected standard in Maths at Year 10 because they will not be adequately prepared to succeed.

ENTRY TO MATHS METHODS AND SPECIALIST MATHS YEAR 11

- Students wishing to undertake a Maths Methods Unit 1 will sit an Entrance Exam in Year 10 to determine their eligibility for VCE Maths Methods. This will also determine their eligibility for Specialist Maths if they wish to do this subject at Year 11.
- The Entrance exam will be undertaken by all Year 10 Advanced Mathematics students as well as any other Year 10 maths student wishing to undertake VCE Maths Methods
- The Entrance exam will assess a student’s mathematical ability, rather than prior knowledge.
- Any student successful on the Entrance exam (greater than 50%) but not currently undertaking Year 10 Advanced Mathematics may be moved across to Advanced Mathematics, after consultation with their parents for the remainder of the year.

SCIENCE (SCI)

Course overview



Students undertake a program that develops key skills and introduces them further to specific science disciplines available in VCE. These include: Chemistry, Physics, Biology and Psychology.

In Science students will develop skills such as:

- work independently and collaboratively as required to develop and apply safe and responsible work practices when completing all practical investigations including the appropriate disposal of wastes
- conduct investigations that include collecting, processing, recording and analysing qualitative and quantitative data; draw conclusions consistent with the question under investigation and the information collected; evaluate procedures and reliability of data
- make connections between concepts; process information; apply understandings to familiar and new contexts

Expectations of students	<ul style="list-style-type: none"> • interpret, explain and communicate information and ideas accurately and effectively • use scientific language and conventions correctly, including equations and units of measurement
Related Careers	Varied Science and Health pathways including engineering, nursing, medicine, psychology, pharmacists, industrial chemists, physicist, Sports Science
Further enquiries	Year 9 teachers and A Daniell

YEAR 10 COURSE OUTLINES OTHER STUDY STREAMS

HUMANITIES

(Must choose at least one unit)

Business Accounting and the Law
 Business – [VET] Full year study
 Geography
 History – Australia at War
 History – People Power

HEALTH AND PHYSICAL EDUCATION

(Must choose at least one unit)

Health Knowledge and Promotion
 Physical Education – AFL Football
 Physical Education – Exercise Science
 Physical Education – Outdoor and Environmental Studies [VCE]
 Physical Education – Personal Fitness
 Physical Education – Sports Science
 Physical Education – VET Sport and Recreation [VET] Full year study

TECHNOLOGY/THE ARTS

(Must choose at least one unit)

Technology Units of Study

Baking and Catering
 Creative and Digital Media [VET]
 Computer Programming
 Food Studies
 Information Technology
 Product Design - Textiles
 Product Design – Wood and Plastics

Creative Arts

Art
 Drawing for Design
 Digital Art
 Media Studies: Media Journalism and Advertising
 Media Studies: Media Film Production
 Photography
 Visual Communication Design

Performing Arts

Dance
 Drama
 Music [VET] Full year study

LANGUAGES

Japanese Full year study

HUMANITIES – MUST CHOOSE AT LEAST ONE UNIT OF STUDY

BUSINESS ACCOUNTING AND THE LAW (BAL)

Course overview

Four basic topic areas are covered in this subject. These are:



Topic 1: Democracy, Crime and Punishment: Learn the basics of Australia's system of government. This is followed by a more detailed examination of the law, the courts, the role of police, juvenile crime and your legal rights and responsibilities.

Topic 2: Bean Counters and Balance Sheets: All businesses rely on accounting information to make decisions and to be successful. Learn how to prepare accounting records and reports for a small business.

Topic 3: Mind Your Own Business: Small businesses are a very important part of Australia's economy and it is important that they are well managed. Learn how to be a successful small business manager.

Topic 4: Economics: Learn about basic economics and the important role you play in Australia's economy.

Expectations of students

- An interest in small business, economics, accounting and the law.
- An interest and understanding in current issues and events.
- Willingness to undertake practical research.
- Willingness to participate in class discussion and sharing of ideas.

Related Careers

This course gives an insight to careers in Business and professions like: Accounting, Law, Administration, Economics, Stockbroking.

Further enquiries

B McNamara, C fellows

BUSINESS – Certificate II in Business with selected units of competency from Certificate III in Business [VET] Full Year Study (VETBUS)

Course overview



This program provides students with the opportunity to complete Certificate II Business (VET) in year 10 over two semesters. The course can then be continued in year 11 to receive a statement of attainment towards Certificate III. Students who complete both years of this two-year program in VET business will develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge. It is great practical training if you are interested in working in a business capacity.

Unit 1 & 2 Yr. 10

Certificate II in Business

Units of Competency:

- *Contribute to health and safety of self and others*
- *Communicate in the workplace*
- *Produce simple word processed documents*
- *Communicate electronically*
- *Process and maintain workplace information*
- *Work effectively in a business environment*
- *Participate in environmentally sustainable work practices*
- *Use business technology*

Year 2 of the program:

Units of Competency:

- Apply knowledge of WHS legislation in the workplace

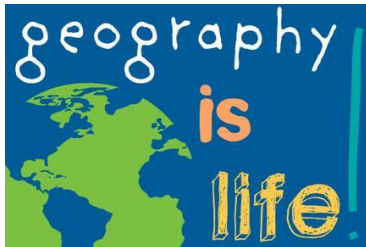
Plus six elective units to be chosen from the training package by the classroom teacher.

VCE Credit

	Four units – two at the Unit 1, 2 level Completed in year 10 and a 3 and 4 Sequence if enough students wish to pursue in Year 11. A study score will be available for this subject in Unit 3 and 4 therefore VET Business can be counted in the student's best 4 subjects for the calculation of the ATAR Score.
Expectations of students	<ul style="list-style-type: none"> - Self-management - Team work - Communication – verbal and written skills - Basic Numeracy skills
Related Careers	With additional training and experience, potential employment opportunities may include: <i>business manager, human resource officer, events management officer, office manager, business development officer, accounts clerk, officer, etc. in any industry including trade, finance, health, hairdressing and beauty, hospitality, sports and recreation.</i>
Further enquiries	B McNamara, Siobhan Shaw

GEOGRAPHY (GEOG)

Course overview



This subject will focus on environmental change and management and the geographies of human wellbeing. Students will study Human Wellbeing and Rivers. Students will study development topics such as: poverty, development in rapidly growing cities and the impact of globalisation. The course also looks at ways of improving the quality of life through organisations such as the United Nations. A variety of case studies will be used as examples. Students will also undertake field investigation in the local area to gather, collate, analyse and evaluate data relating to the natural environment. This subject enhances student skills and knowledge in preparation for VCE.

Expectations of students

- Exhibit an interest in Population and Well Being
- Be prepared to engage in Spatial Technology
- Show an interest in mapping

Related Careers

The study of geography enhances skills related to careers in urban planning, surveying, teaching, meteorology, cartography, travel and tourism.

Further enquiries

N Loadman

HISTORY – Australia at War (HAWS)

Course overview



This subject will focus on World War I and World War II—some of the darkest moments in human history—from Australia's perspective. For each of the wars you will explore: the causes of the war, the reasons men enlisted and how women contributed to the war effort; significant places where Australians fought and their perspectives and experiences in these places; significant events, turning points of the wars and the changing nature of the warfare; the lasting effects of these massive conflicts, particularly the impact upon Australian society and our international relationships with Britain, the USA and Asia; different historical interpretations and contested debates about the wars and the significance of Australian commemorations of them.

Expectations of students

- Interest in History
- Willingness to read and discuss historical material
- Research skills

Related Careers

The study of history enhances skills related to careers in research, teaching,

administration, librarian, curator, historian, tourism, writing, performance, architecture, politics and government amongst others.
K Bronchinetti, S Heath

Further enquiries

HISTORY – People Power (HPEPS)

Course overview



Since World War II there have been significant global events and developments that have influenced Australian society and motivated people to push for change. In this subject, you will examine some of these events, the related actions of individuals and groups, and the resulting impacts on Australian values and identity. In addition, we will explore how our changing society and national identity was both challenged by, and reflected in, the popular culture of the time.

We will pay particular attention to:

- The effects of the US civil rights movement and its influence on Australia; the methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples; the achievements of these movements.
- Australia's involvement in the Vietnam War; our reasons for being involved; conscription and the surrounding debate and protests; experiences of Australian soldiers particularly on their return.

Students will also have an opportunity to explore a social, political or environmental crisis of their choice and the way it was influenced by people power.

Expectations of students

- Interest in History
- Willingness to read and discuss historical material
- Research skills

Related Careers

The study of history enhances skills related to careers in research, teaching, administration, librarian, curator, historian, tourism, writing, performance, architecture, politics and government amongst others.

Further enquiries

K Bronchinetti, S Heath

HEALTH AND PHYSICAL EDUCATION – MUST CHOOSE AT LEAST ONE UNIT OF STUDY

HEALTH KNOWLEDGE AND PROMOTION (HKAP)

Course overview



This subject will provide students with a basic knowledge and understanding of health and the components that underpin it. They analyse the health status of Australians using appropriate measures. This course will provide an overview of the Australian Dietary Guidelines as well as an investigation into the nutritional requirements for adolescents. Students will also develop an in depth exploration of mental health issues that affect the community.

Expectations of students

- Willingness to participate in discussion
- Verbal and written communication skills
- Approach the subject with a genuine interest in nutrition and community health

Related Careers

The study of health enhances skills related to careers in the health and sport industries including, Health Sciences, Nursing, Teaching, Physical Education, Sport and Recreation, Nutrition, Dietetics, Food Technology, Health and Safety, Youth Work, Social Work and Paramedics.

Further enquiries

K Walters, K Hedin, B Kelly

PHYSICAL EDUCATION – AFL FOOTBALL (AFL)

Course overview



This subject has both practical and theoretical elements.

Practical: Football (AFL) will be dissected into intense skill work (game sense), video analysis of current AFL games, varying training methods, weight training program and tactical training drills. As well as improving fitness levels specific to student needs, pre and post fitness tests specific to football will also be conducted.

Theory: Students will investigate topics such as AFL tactics (video analysis), Nutrition in Sport and Performance enhancing strategies and coaching techniques. Guest speakers, including past and present players will talk on motivation.

Expectations of students

- Identify and explain different fitness components and the training methods associated with each.
- Develop and implement fitness programs for both individual and group sessions.
- Identify and understand different fitness abilities and limitations for individuals.
- Develop knowledge of the gameplay tactics used in AFL Football.
- Develop physical skills associated with AFL Football

Related Careers

This course offers an insight into professional sporting careers, sports training, coaching, teaching and health related careers in the sports industry.

Further enquiries

J Kelly, H Simpson

PHYSICAL EDUCATION – EXERCISE SCIENCE (EXSC)

Course overview



This subject has both practical and theoretical elements.

Practical: Sports selected from Football, Soccer, Rugby, Basketball, Netball, Handball and Volleyball. Students will study individual and team strategies to improve performance. They will be required to engage in umpiring, coaching and scoring.

Theory: Students will investigate anatomy related topics such as skeletal, articular, muscular, respiratory and circulatory systems and training adaptations.

Expectations of students

- Develop and demonstrate their understanding of the musculoskeletal system, including major bones, muscle groups and their functions
- Develop and demonstrate their understanding of the cardiovascular and respiratory systems, including anatomy of the heart and lungs and their functions
- Maintain a high level of participation in moderate to vigorous physical activity and evaluate their involvement.

Related Careers

This course offers an insight into professional sporting careers, sports training, coaching, teaching, human movement, fitness instruction and health related careers in the sports industry.

Further enquiries

L Qoon, H Simpson, K Hedin

PHYSICAL EDUCATION – OUTDOOR AND ENVIRONMENTAL EDUCATION [VCE] (OED)

Course overview



VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans. Outdoor experiences suited to this study include a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

Over 1.5 years students study:

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

NOTE:

Year 10 students must meet criteria outlined earlier in this booklet related to undertaking a VCE subject. (See page 6)

Significant costs associated with this course (around \$300). These must be paid to be able to participate.

Assessment Unit 2	School based coursework assessment, end of semester exam
Assessment Unit 3 and 4	Unit 3 School-assessed Coursework: 25 per cent Unit 4 School-assessed Coursework: 25 per cent End-of-year examination: 50 per cent.
Expectations of students	<ul style="list-style-type: none"> - Interest in developing skills in outdoor education pursuits - Ability to work as part of a team - Interest in Personal Fitness and improving fitness levels.
Related Careers	This course offers an insight into careers in recreation and outdoor education including, teaching, outdoor education leadership, recreation management, tourism and adventure sports.
Further enquiries	E Griffin, N Matricardi

PHYSICAL EDUCATION – PERSONAL FITNESS (PERF)

Course overview



This subject has both practical and theoretical elements.
Practical: Selected from a variety of activities designed to improve personal fitness such as weight training, circuit training and boxercise. As a part of the practical tasks students will study individual strategies to improve fitness.

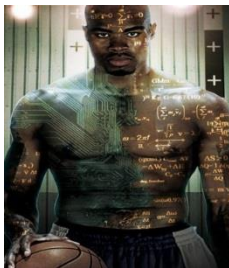
Theory: Students will investigate the following Fitness related topics: Fitness Components, Energy Systems, Training Principles, Training Programs and Fatigue and Recovery. **NOTE: If choosing this unit of study, you cannot also choose VET Sport and Recreation.**

Assessment

AUSVELS: Movement and Physical Activity, Health Knowledge and Promotion. Lab investigations, written reports, unit exam.

PHYSICAL EDUCATION – SPORTS SCIENCE (SPSC)

Course overview



This subject has both practical and theoretical elements.

Practical: Sports selected from Volleyball, Badminton, Basketball, Softball, Cricket, Tennis, Golf and Ultimate Frisbee. As a part of the practical component, students will link scientific and biomechanical concepts to various sports and determine their effect on performance.

Theory: Students will investigate topics such as performance enhancing drugs, nutrition and body image in sport. Students will analyse biomechanical technique with the use of technology in a sporting context.

Expectations of students

- Develop and demonstrate their understanding of biomechanics
- Develop and demonstrate their understanding of health factors associated with sporting endeavours including nutrition and the use of performance enhancing drugs.
- Maintain a high level of participation in moderate to vigorous physical activity and evaluate their involvement.

Related Careers

This course offers an insight into professional sporting careers, sports training, coaching, teaching and health related careers in the sports industry.

Further enquiries

L Qoon, N Matricardi

SPORT AND RECREATION - Certificate III in Sport and Recreation (Fitness Instructing) SIS30510 [VET] FULL YEAR STUDY (PESR)

Course overview

This is a Vocational Education and Training (VET) two year subject (counting as 4 VCE units of study). **This certificate** provides students with the skills and knowledge to work in the Sport and Recreation industry.

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres. Possible job titles include: recreation officer, activity operation officer, sport and recreation attendant, community activities officer, leisure services officer.

The VCE Sport and Recreation program provides students with the opportunity to undertake sport activity studies that enable them to become multi-skilled, thereby enhancing entry to employment and further training across many sectors in the sport and recreation industry. The course requires students to undertake a number of core competencies, stream competencies plus a range of electives which are intended to enhance student skills and knowledge in more specialised areas of sporting activity.

In Units 1 and 2, students will complete a range of electives to create a program of their choice, including sport specific activities, conducting events, or fitness programs.

Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, develop and update knowledge of coaching practices, facilitate groups and educate user groups.

Year 10 students need to apply to complete this subject and will be selected on:

- **Acceptance into the Academic Sports Program**
- OR**
- **A demonstrated involvement in sport and/or recreation**
- **Work habit rating above 3.5**
- **Attendance above 80%**
- **A demonstrated ability to uphold school values**

NOTE: There are significant charges for this course. All students have to pay an annual materials fee of \$100 to participate in this program. This cost is directly related to certificate completion including resource booklets and training in First Aid.

There may be other costs incurred for excursions and gym sessions.

**Assessment
Unit 1 & 2
Assessment
Unit 3 and 4**

Competency based assessment as per National Training Guidelines.

This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination worth 34% of the overall study score.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's

best four studies (the primary four) or as a fifth or sixth study.

Expectations of students

- Be able to successfully identify and organize personal work priorities and development opportunities.
- Identify and adhere to work health and safety policies.
- Respond to emergency situations and provide first aid.
- Understand how social media can be used for collaboration and engagement.
- Plan, prepare and execute Sport and Recreation sessions in the community.
- Develop and implement fitness programs for both individual and group sessions.
- Identify and understand different fitness abilities and limitations for individuals.
- Plan and execute group fitness sessions and manage any arising conflicts.
- Safely plan and execute group warm up and cool downs.
- Use a variety of resources to deliver public education in the Sport and Recreation Industry.

Related Careers

This course offers an insight into professional sporting careers, sports training, coaching, fitness instruction, teaching and health related careers in the sports industry.

Further Enquiries

L Sfryis Qoon, J Fitzgerald

TECHNOLOGY/THE ARTS – MUST CHOOSE AT LEAST ONE UNIT OF STUDY FROM THIS GROUP

TECHNOLOGY SUBJECTS

BAKING AND CATERING (BACS)

Course overview



The aim of this subject is to give students an insight into the way in which the Hospitality industry, in particular, the food and beverage sector, operates. It is anticipated that students will gain greater knowledge and understanding of this area with the emphasis on practical skills and food presentation. Topics to be studied include: Industry Standard Food Hygiene and Safety, Recipe Analysis/modification, complex processes, food chemistry, Examination of the Menu and Careers in Hospitality.

NOTE:

There is a significant cost in undertaking this program for food (\$150) Students cannot participate in practical activities if they have not paid. Approved school shoes required for OHS reasons.

Expectations of students

- Enjoy cooking and have a willingness to learn new skills as well as build on skills already learnt.
- Have an open mind to the introduction of different/unusual foods and ingredients.
- Openly participate and actively contribute to teamwork.
- Enjoy creatively solving problems, to think outside the box when working within the design process.
- Learn to manage your time to complete long and short term projects.

Related Careers

Related food careers include: Chef, Baker, Catering, Pastry Chef and a range of careers in the Hospitality industry.

Further enquiries

C Day, A Day

COMPUTER PROGRAMMING (PROG)

Course overview

The aim of this subject is to introduce students to basic programming skills and prepare students for VCE-Computing. They learn simple algorithms required to create software solutions. The topics covered in this subject are data types, control flow, arrays using Visual Basic as a programming language

In the first half of the semester, students will learn to write code and develop simple applications. These skills will be used in the second half of the semester to design and develop their own project.

This subject leads to VCE-Software Development. Hence, it is recommended that you choose this subject if you are keen to pursue software development.

Expectations of students

- Think logically, express your ideas precisely and analyze the errors patiently.
- Sound problem solving skills and logical reasoning
- Ability to work independently
- Interest in coding and developing programs
- Attention to detail

Related Careers

This course provides a foundation for VCE and / or VET studies and leads to careers in Computer Programming, Software design and other positions in the IT industry.

Further enquiries

L Milkovic

CREATIVE AND DIGITAL MEDIA [VET]

Course overview

The VCE VET Creative and Digital Media program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the creative and digital media industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.
- develop skills in designing for a range of specific audiences and working with audio, photography, complex graphics, web design, motion graphics and 2D animation.

Competencies undertaken in the two year program are taken from the CUA20215 Certificate II in Creative Industries and CUA31015 Certificate III in Screen and Media

Assessment Unit 1 and 2

Assignments, folios and the practical demonstration of the units of competency. Students receive 2 VCE units credit

Assessment Unit 3 and 4

School-assessed work and end-of-year external VCAA examination. The examination is completed on computer. The exam seeks to test student theory and practical skills.

The school assessed work includes two major projects: (for example) the creation of a digital portfolio of students work over the two years, design and creation of a product such as a digital character in Flash. Students must develop visual design briefs for these projects. School based work is assessed under the supervision of AIET.

Successful students will be credited for two VCE units and receive Certificate III in Screen and Media from AIET, along with a study score for their ATAR.

Expectations of students

- Be self-motivated and work independently
- Creative thinkers
- Willingness to challenge yourself and extend your skills
- Ability to manage, organise and prioritise
- Ability to use a range of software and continually practices your skills
- Have a keen interest in Visual Arts, Digital Art and Visual Communication

Further Enquiries

I Hossain

FOOD STUDIES (FOOS)

Course overview



This subject runs over one semester. Every second week there will be two x two periods of practical work and a single period of theory work and every other week there will be one x two period session of practical work and three periods of theory work (10 periods per fortnight in total).

Term 1: This unit covers an introduction to personal and environmental hygiene and safety in the practical classroom. Planning skills, production plans and design options are introduced. Practical skills orientate around the preparation and presentation of a variety of courses or snacks that could be served throughout any day.

Term 2: This unit covers international foods, the study of nutritional requirements and an awareness of Australian Food Laws and Standards, such as food labelling. Throughout the term, a range of dishes from various countries around the world are examined and prepared as well as nutritious dishes that suit various stages of the life span.

There is a significant cost in undertaking this program for food (\$150) Students cannot participate in practical activities if they have not paid. Approved school shoes required for OHS reasons.

Expectations of students

- Enjoy cooking and have a willingness to learn new skills as well as build on skills already learnt.
- Have an open mind to the introduction of different/unusual foods and ingredients.
- Openly participate and actively contribute to teamwork.
- Enjoy creatively solving problems, to think outside the box when working within the design process.
- Learn to manage your time to complete long and short term projects.

Related Careers

Related food careers include: Chef, Baker, Catering, Pastry Chef and a range of careers in the Hospitality industry.

Further enquiries

C. Day, A Day, K Walters

INFORMATION TECHNOLOGY (INFT)

Course overview



In this subject, students will develop skills in software applications to solve real business problems and improve productivity. Students will extend their understanding of Microsoft Excel. They will apply advanced formulas and functions, apply conditional formatting and create charts to present their data. Students will design and develop a website for a local business.

This subject leads to VCE-Informatics. It also offers a number of opportunities for students to develop employability skills. Hence, it is recommended that you choose this subject if you are keen to learn &

apply ICT tools and techniques in various business and financial industries.

Expectations of students

- Be self-motivated and work independently
- Have an interest in working on financial applications
- Attention to detail when completing the design process

Related Careers

This course provides a foundation for VCE and / or VET studies and leads to careers in Computer Programming, Software design and other positions in the IT industry.

Further enquiries

L Milkovic, I. Hossain

PRODUCT DESIGN – TEXTILES (PDTT)

Course overview



Students complete products using the technology process of Investigating, Designing, Producing and Evaluating. Students use a range of techniques and equipment to process, manipulate and transform materials into products. Students explore current trends in fashion and investigate both Australian and International Fashion Designers. They also explore the origins of the styles they have chosen and investigate the techniques and processes used to create them. Students will learn to identify garment components and terms and develop a folio of styles. They will acquire, extend and apply a range of practical skills related to design, garment construction, safe use of tools, equipment and machines and develop an understanding of the processes used in manipulating materials. They prepare evaluation reports that assess the product for function, aesthetics and suitability as specified in the design criteria.

Expectations of students

- Have an interest in working with materials, tools equipment and machines to design and produce your own innovative and creative solutions.
- A willingness to work through the design process in the role of designer/maker to solve design problems.
- Be prepared to present your work to an audience.
- Enjoy working as part of a team to achieve goals.
- Learn to manage your time and available resources to complete design briefs.
- Be prepared to learn about the social, economic and environmental issues that challenge designers to be more sustainable.

Related Careers

Careers in textiles include: Designer, Fashion retailer, pattern maker, tailor, production and distribution.

Further enquiries

L Wills

PRODUCT DESIGN – WOOD & PLASTICS (PDWP)

Course overview



Students taking the Product Design course will work with wood and plastic to create products. Students should be able to work independently to investigate, design and produce by completing the required work to a satisfactory standard. Students are to evaluate the finished piece against their own design drawing, expanding their knowledge on construction and design techniques.

Students cannot participate in practical activities if they do not have their leather school shoes.

Expectations of students

- Wish to learn and build upon your design and making skills
- Have an interest in making and also exploring the work of professional designer makers.
- Enjoy creatively solving problems, to think outside the box.
- Ability to manage your time to complete long and short term briefs
- Desire to develop confidence in using a range of making tools.
- Willingness to learn to discuss and analyse your own work and the work of others.

Related Careers

Careers in wood and plastics include: Design, Furniture maker, .Cabinet Maker, Carpenter

Further enquiries

S Parsons

CREATIVE ARTS SUBJECTS

ART (ART)

Course overview



This is a folio based subject that requires student research on a theme and the development of an art work directly related to the theme. In developing the folio students are guided through the research requirement, the development of meaningful annotation and exploration of the some or all of the following media: watercolour, acrylics, photographs, charcoal, pastel, ink and wash, pencil. Students may also explore all or some of the following techniques: collage, photo montage, photography, painting, drawing, printmaking. This course also requires a research component into historical context.

Expectations of students

- Have a desire to develop painting/drawing skills
- Be prepared to comprehensively explore the possibilities of different media and techniques
- Be prepared to undertake new experiences
- Be prepared to learn to discuss their artistic decisions
- Be prepared to learn to discuss the work of other artists
- Be prepared to thoroughly document their own creative process

Related Careers

Artist, Teacher, Designer, Curator

Further enquiries

Z. Irvine

DRAWING FOR DESIGN (DFD)

Course overview



Drawing for Design will build upon and consolidate drawing skills developed by students in years 7-9 Art and Visual Communication Design. It will also introduce a range of drawing techniques, skills and knowledge integral to the development of observational, visualisation and presentation drawings appropriate to VCE Studio Arts, Visual Communication Design and Product Design and Technology. The subject will explore both freehand drawing skills and instrumental drawing methods and will support students undertaking current year 10 Art and Technology options.

Expectations of students

- Desire to learn and build upon your drawing skills
- Have an interest in designing and also exploring the work of professional designers
- Enjoy creatively solving problems , to think outside the box
- Have a willingness to explore a range of methods and media including ICT
- Ability to manage your time to complete long and short term briefs
- Desire to learn about the ethical, cultural and legal responsibilities

faced by designers

Related Careers
Further enquiries

Designer, Drafting, Architect, Advertising
Z. Irvine

DIGITAL ART (DIGA)

Course overview



Digital Art will continue to build on the skills developed within the Year 9 Digital Art elective. Students will be introduced to the drawing and design programs within the Adobe master suite, utilising the tools and applications specific to the visual design industry. The skills developed will support students undertaking current Year 10 Art and Technology options as well as to enhance student folio outcomes at VCE level.

Expectations of students

- Desire to learn and build upon your drawing skills using ICT
- Enjoy creatively solving problems , to think outside the box
- Have a willingness to explore a range of methods and media including ICT
- Ability to manage your time to complete long and short term briefs
- Desire to learn about the ethical, cultural and legal responsibilities faced by digital artists.

Related Careers
Further enquiries

Artist, Web Designer, Software development, Games designer
J. Gaut

MEDIA STUDIES – MEDIA JOURNALISM AND ADVERTISING (MEDS)

Course overview



Media Journalism and Advertising is a focus on how media texts aim to persuade and influence an audience. Students will look at bias in news reporting and how representations are manipulated and changed to suit an agenda. Students will study media representations, investigate and develop an advertising campaign and analyse bias in the news and documentary Film. Students will develop their skills through workshops, practical activities and case studies. This subject will focus on print and video media and is a pathway into VCE Media.

Expectations of students

- Enjoy film production, media analysis and working collaboratively with others
- Have an interest in the media and various roles involved in creating media products
- Be prepared to view and break down the technical elements involved in making media products
- Be prepared to focus on the three stages of production: pre-production, production and post-production
- Be prepared to learn new skills involved in media technologies and processes

Related Careers

Advertising, Journalism, Film maker, Screenwriter

Further enquiries

T Abbott, N Fella

MEDIA STUDIES – MEDIA FILM PRODUCTION (MEDF)

Course overview



Media Film Production is a focus on film and video media production and analysis. Students will look at media artworks from a range of cultures and influences including Indigenous and non-indigenous Australians. This subject will look at narrative and the ideologies that are represented in texts through the society of its production. Students will explore and represent their own ideas through a music video and short film which will be distributed at a lunchtime mini film festival for their peers. Students will develop their skills through workshops, practical activities and case studies. This subject will focus on video media and is a pathway into VCE Media.

Expectations of students

- Enjoy film production, media analysis and working collaboratively with others
- Have an interest in the media and various roles involved in creating media products
- Be prepared to view and break down the technical elements involved in making media products
- Be prepared to focus on the three stages of production: pre-production, production and post-production
- Be prepared to learn new skills involved in media technologies and processes

Related Careers

Film maker, Screenwriter, Film Production, Television

Further enquiries

T Abbott, N Fella

PHOTOGRAPHY PHOS)

Course overview



In Photography students are introduced to an overview of the history of photography and the impact its development has had upon fine art along with commercial applications. Through an overview of the many genres of modern photography, students are introduced to Portraiture, Landscape Photography (in particular Urban representation) and Documentary Photography. Students produce a folio which includes the work of professional photographers and exploration of media and techniques including digital manipulation (photoshop) of their own response to a design brief. Photography maybe the artwork in itself or may be a starting point for digital manipulation.

Expectations of students

- Have a desire to extend photography skills beyond selfies
- Be interested in the editing of photographs using adobe software
- Be prepared to take photos in their own time
- Be prepared to search for interesting shots
- Be prepared to think outside the square

Related Careers

Photographer: News, Landscape, Portrait

Further enquiries

C. Finnigan

VISUAL COMMUNICATION DESIGN (VISCD)

Course overview



The course in Year 10 provides students with a background in the Design Process with a focus on Visual Communication in Marketing and builds upon the students' prior knowledge and skills of the subject. The subject gives an introduction to the skills required in careers such as advertising, graphic design and marketing and design. The subject covers package design, use of computers, visual advertising techniques, typography, and layout and rendering skills. There will be an emphasis on the application of the Visual Communication production process as part of this work.

Expectations of students

- Desire to learn and build upon your drawing skills
- Have an interest in designing and also exploring the work of professional designers
- Enjoy creatively solving problems , to think outside the box
- Have a willingness to explore a range of methods and media including ICT
- Ability to manage your time to complete long and short term briefs
- Desire to learn about the ethical, cultural and legal responsibilities faced by designers

Related Careers

Designer, Drafting, Architect, Advertising

Further enquiries

A. Sturgeon, J. Gaut

PERFORMING ARTS SUBJECTS

DANCE (DANS)

Course overview



Group Dance and Dance Styles. In this course of study students draw on their own experiences of movement and ideas of dance to express feelings and create dance works. Students also practise dance skills and techniques and develop their own movement vocabulary. Students participate in dance making activities, workshops, improvisations and construction rehearsals. In groups students prepare, rehearse and present a group dance to an audience. Students study the use of safe dance practices, as well as the influences on the development of dance styles throughout history.

Group Dance and Duo Work. In this course of study students draw on their own experiences of movement and ideas of dance to express themselves and create dance works. Students also practise dance skills and techniques and develop their own movement vocabulary. Students participate in dance making activities, workshops, improvisations and construction rehearsals. In groups students prepare, rehearse and present a group dance to an audience, one that includes the employment of Duo work. Students study choreographic construction and arrangement devices and the conventions of Duo and Ensemble choreography throughout history.

Expectations of students

- To work effectively as a team
- Willingness to explore different dance styles
- To be willing to participate
- Enjoy creatively solving problems, to think outside the box

Related Careers

Dance, Choreography, Performance Artist

Further enquiries

S Thompson

DRAMA (DRAM)

Course overview

Drama is a semester subject. It is strongly recommended that students interested in studying VCE Drama should complete Year 10 Drama. Drama allows students to develop their acting and scriptwriting skills in a variety of theatrical styles. Students who elect this subject must be prepared to participate in solo and group activities and performances.

While this is primarily an acting course, production skills are also taught. Students develop their acting skills and learn to use dramatic elements (focus, tension, language, mood, movement and symbol) in their performance activities. They research acting styles and conventions (including Ancient Greek and Shakespearean theatre) and apply their knowledge in practical activities. They study play structures and participate in scriptwriting and analysis activities. They complete a range of writing tasks including research, reviews and evaluations. They devise, rehearse and prepare their own works for performance.

Expectations of Students

- Enjoy acting, performing and working collaboratively with other students.
- Recognise that this is a performance subject and that you must be willing to perform for a range of audiences.
- Wish to develop confidence in using your acting skills (voice, movement, imagination)
- Be prepared to attend compulsory excursions to professional theatre productions
- Be prepared to use your knowledge, research and playmaking skills in the development of your own performances (group and solo)
- Be willing to learn to discuss and analyse your own work and the work of others
- Be prepared to work on improving your written analytical skills.

**Related Careers
Further enquiries**

Acting – Stage, Film and TV, Directing, Scriptwriting, Performance Artist
J Seviar

MUSIC [VET] FULL YEAR STUDY (VETMU)

Course Overview**CUA30915 Certificate III in Music Industry**

Year 1 (unit 1 and 2) is open to year 10 and year 11 students.

Year 2 (unit 3 and 4) is open to year 11 and year 12 students.

You must complete year 1 to enrol in year 2.

Music Performance Specialisation: This subject provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 1 and 2 include composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Students learn valuable industry skills and learn how to rehearse effectively in a band and as a soloist.

Expectations of Students

- Play an instrument or sing.
- Recognise that this is a performance subject and that you must be willing to perform for a range of audiences.

- Be willing to learn to discuss and analyse your own work and the work of others.
- Work respectfully with other members of the class in ensembles.
- Wish to develop your music industry knowledge.
- Wish to develop your music technology skills such as recording and live performance set up.

Related Careers

Performer, Manager, Publicist, Technical Production

Further Enquiries

C Brown

LANGUAGES

JAPANESE – FULL YEAR STUDY (JAP)

Course overview



Students studying Japanese at a Year 10 level have the chance to consolidate their learning from Years 7, 8 & 9 and develop a solid foundation in Japanese before moving on to Units 1, 2, 3 & 4 in VCE. They will gain a greater understanding of Japanese life and culture. By completing Year 10 Japanese, students will increase their vocational prospects as the challenge of undertaking a language to this level is looked upon favourably by many employers.

The Year 10 course consists of the following topics:

Summer holidays, School and study, Shopping, Daily routines, A letter to a penfriend, Exchanging presents, Family outings, Clothing and My house.

Expectations of students

- To be open to new cultural experiences including excursions and incursions
- To work effectively as a team
- To practise speaking skills regularly
- To practise vocabulary regularly

Related Careers

Business, interpreting, tourism, IT, customer service, medical, law etc.

Further enquiries

C Shepherd