SUNBURY COLLEGE

YEAR 10 COURSE GUIDE

2024

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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 where students have greater choice and take greater responsibility for their own education. This is the time you start to seriously consider their pathway to employment, further education and training. During Year 10 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 2. 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.

Year level coordinators, 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, coordinators and Sub School leading Teachers and the Assistant Principals who have worked with you closely in recent years. It is an exciting time and the college looks forward to working with you over these last three years of your secondary education.

Year 10 Certificate

Students must demonstrate the minimum requirements to be eligible to be promoted into VCE or VCE VM, all students need to be working towards demonstrating the following:

- Average Work Habit Rating of 3.00 or above
- On the semester reports, students must achieve a minimum of eight satisfactory results across the course of the year, including a satisfactory result in English
- Satisfactory performance in at least four Year 10 exams each semester
- Minimum of 90% attendance in class. Note: the policy for VCE is 90% attendance

Students who meet these requirements will receive a Year 10 Certificate at the conclusion of the academic year.

Senior Certificates

Sunbury College offers the two year Victorian Certificate of Education (VCE) that prepares them for the demands of further education and training or the Victorian Certificate of Education - Vocational Major (VCE VM) that focuses on preparation for employment primarily in an apprenticeship or traineeship.

It is the culmination of 12 years of education where academic knowledge is honed and children become young adults. Both pathways are not without their challenges but they provide students with a fantastic opportunity to build a pathway for future success whether that desired pathway is employment, apprenticeship, TAFE or University. Sunbury College offers the opportunity to complete a VCE or VCE VM program tailored to individual goals.

VCE Entry Requirements

The college has a Promotion Policy from Year 10 to VCE. The policy stipulates the criteria a student needs to meet before entering a VCE program. The policy is designed to make sure that students entering a VCE program are equipped with the skills, knowledge base and work habits to enable them to successfully complete VCE. The College does take into account individual circumstances when applying this policy. The Promotion Policy requires that students meet the following criteria:

- Average Work Habit Rating of 3.00 or above
- The student achieves a minimum of eight satisfactory results across the course of the year, including a satisfactory result in English
- Satisfactory performance in at least four Year 10 exams each semester
- Minimum of 90% attendance in class. Note: the policy for VCE is 90% attendance

Students who are unable to meet the criteria will be supported in accessing other options including: external VCE VM programs, three year VCE, TAFE or a repeat of Year 10.

VCE VM Entry Requirements

The selection process for VCE VM ensures students enrolled in the program have the commitment, work habits and skills to be successful in their school based subjects, external VET and structured work placement. The VCE VM program has limited number of places they are provided to students that best exhibit the requirements outlined below. These requirements form the foundation for success at VCE VM and ensure students are ready and have the capacity to meet the learning outcomes.

To be considered for an interview for the Sunbury College Year 11 VCE VM program, students must first submit a written application and meet the following entry requirements:

- Be a current year 10 student at Sunbury College
- Minimum Work Habit Rating of 3.00 in Semester 2 of the current year
- A demonstrated commitment to improving work habits in English and Maths
- Minimum of 90% attendance in class
- Completion of ‘My Career Portfolio’ online to a high standard
- Have a clear area of vocational interest and demonstrate commitment to pursuing that pathway
- Organisation and participation in Work Experience

If selected to go through to the interview stage for consideration into the Sunbury College VCE VM program, students must provide evidence of the following:

- An identified vocational pathway
- Keen interest in a VET program relevant to their career aspirations
- A demonstrated “hands-on” learning style
- A demonstrated ability to work positively with class mates and teachers in group activities
- A commitment to organise a work placement

VCE Eligibility to Graduate

Students at Sunbury College normally study twelve units (six subjects) at Year 11 and ten units (five subjects) at Year 12 – combining for a total of twenty-two units across the two years. Successful completion of the VCE requires satisfactory completion of a minimum of sixteen units which must include:

- Students must achieve a satisfactory result for a minimum of 16 VCE units.
- Students must achieve a satisfactory result for a minimum of 3 English units including the satisfactory completion of Unit 3 and 4 English. In other words, students can only afford to fail one of Unit 1 or Unit 2 English.
- Student must achieve a satisfactory result in a minimum of x4 Unit 3 and 4 subjects.

In some cases students may have completed VCE units in Year 10 through VET participation or VCE acceleration.

VCE VM Eligibility to Graduate

Successful completion of the VCE VM requires satisfactory completion of a minimum of sixteen units which must include:

- Students must achieve a satisfactory result for a minimum of 3 VCE VM Literacy or VCE English units including the satisfactory completion of Unit 3 and 4 VCE VM Literacy or VCE English.
- A minimum of 2 VCE VM Numeracy or VCE Mathematics
- A minimum of 2 VCE VM Work Related Skills
- A minimum of 2 VCE VM Personal Development Skills
- VET at a Certificate II level or above (180 nominal hours)
- Student must achieve a satisfactory result in a minimum of x4 Unit 3 and 4 subjects.

Sunbury College Three-Year Course Plan

Students are required to select a Three-Year Course plan for Years 10 – 12, ensuring they consider their pathway options beyond school and enabling choice of an appropriate program. The Senior Programs and Careers team gain an overview of student program selection and the suitability of each student's choice.

It's important students participate in their education and have a voice in their senior years program, in doing so students become more aware and choose realistic programs that are achievable, having both a positive effect on their learning and commitment to chosen program. There is also an important element of flexibility to a senior program, having a plan makes it much simpler when consulting the Careers team, Year Level Leader and Senior Programs Leader to make adjustments that benefit the strengths and support students achieving their academic and study goals beyond Sunbury College.

Through this process of completing a Three-Year Course Plan, students must read and review the Year 10, VCE and VCE VM Course Guides, be prepared to update their plan each year, consult their support network including parents/guardians, review their Year 9 Morrisby report and ensure their My Career Portfolio is updated or completed.

Year 10 Program Structure

All Year 10 students undertake six subjects in each semester for four periods a week. Core subjects run over the full year, while elective subjects run over a semester.

Full year subjects:

- English
- Mathematics
- Science

Semester subjects:

Students must choose one subject from each of the following streams.

- Humanities
- Health and Physical Education
- Technology / Arts

Students need to choose three other subjects they would like to undertake to make up their Year 10 program. Accelerated VCE subjects run for a full year.

Example Program

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

YEAR 10 ESSENTIAL EDUCATIONAL ITEMS

Sunbury College School Council makes every effort to keep the cost of items and activities to a minimum and affordable for all parents. Your voluntary contributions support our ability to meet the diverse needs of our students, and to ensure we have the materials and facilities to run programs successfully.

The voluntary curriculum contribution for Year 10 will be approximately $265 which includes the provision of a diary, ID card, printing, core subject consumables and whole school sporting and cultural activities.

Year 10 students participate in electives enabling them to explore their career choices and develop their strengths and preferences for future learning. Please check the costs associated with your elective choices as they vary between subjects. For example the following are approximate costs:

Outdoor Education $330 - $350 / Wood Technology $54 - $60 / Food Technology $126 - $135

A detailed break down of the fees that electives attract can be found on the schools website in Policies - Parent Payment Arrangements.

Accelerated Learning

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 Unit 3 and 4 subject as part of their course.

What is the advantage of accelerated VCE at Sunbury College?

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

- An advantage is that they have prepared 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 Unit 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. Students also gain valuable 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 organisational aspects of juggling their whole course load. They put too much time into the VCE subject and other important subjects at Year 10 suffer.

College Guidelines for Acceleration

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

- Demonstrated satisfactory Victorian Curriculum levels at Year 9 and exams results
- 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
- Recommendations of teachers
- Average Work Habits rating above 3.75
- Attendance at 90% or above. Note: VCE attendance requirement is 90%.

Specific information on VCE subjects is available in the VCE Course Guide. Students hoping to go into an accelerated class will need to have an acceleration meeting before undertaking that option.

Other Subject Opportunities at Year 10

Year 10 students are offered the opportunity to undertake Outdoor Education which will offer a pathway to Units 3 and 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: Community Services, Music and 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. These subjects may, if continued within Year 11, provide a contribution to a student's ATAR. Students wishing to undertake these subjects may have to satisfy subject specific entry requirements.

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

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 continue to 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 an expected to:

- Coach at least one sporting team during the year
- Assist in the House Sporting Carnivals
- Deliver lunchtime 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 a sequence of studies. Students should note the Year 10 sequence and make sure they select the correct units.

The minimum criteria to be considered for the program is:

- 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 90% attendance in class.

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

VCE Academic Sport Program (ASP) subjects that complement the core subjects to enable a targeted and well-rounded curriculum. These subjects include:

- Physics
- Biology
- Chemistry
- Psychology
- Human Development
- Accounting Economics
- Business Management

Academic Sports Learning Sequence

Year 10	English	Maths	Science	VET Sport and Recreation Units 1 and 2	One Physical Education Subject	One semester from a Humanities subject and One from a Arts/Technology subject
Year 11	English	One or two Maths: • General • Methods • Specialist	VET Sport and Recreation Units 3 and 4	VCE Physical Education Units 1&2	One VCE ASP subject	One VCE ASP subject
Year 12	English	One or two Maths: • General • Methods • Specialist	VCE Physical Education Units 3 and 4	One VCE ASP subject	One VCE ASP subject	

Full Year Subjects

All students must undertake English, Mathematics and Science over the whole year. Below is information on core full year subjects.

English

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.

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, Politics and Law.

Maths

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 consists of: Student Learning Profile, PAT, WHR, Victorian Curriculum levels, Topic Learning Maps, teacher recommendations, and NAPLAN data.

Students require a device and CAS calculator for all classes. Students will develop a bound Reference Book that helps them to summarise all their learning, which they can then carry forward into Year 11 Mathematics.

Standard Mathematics

During Year 10 Standard Mathematics students will be working through the following topics: financial maths, algebra, and linear equations, measurement, geometry, straight-line graphs and inequalities, Pythagoras theorem, trigonometry, probability, and statistics. Students will also complete critical and creative thinking tasks to improve their use of Mathematics in real-life situations and literacy skills.

The Year 10 Standard Maths Program uses multiple learning styles: worksheets, Mathsonline, teacher-guided mini-lessons and hands-on activities to teach our students. Students receive a Learning Map with all the possible tasks listed for each concept to be learned. Each topic Learning Map is scaffolded with concepts from Early Primary through to Year 10 Maths to help cater to all learning needs.

Each student is pre-tested and their learning map is marked for any concepts they already know. The students then work through the concepts they don't know as they work through the topic. Students choose which type of learning task they would like to complete for each concept. At the end of each topic, students are post-tested to gauge the growth in their learning.

Students will also complete Semester 1 and 2 exams in preparation for years 11 and 12.

This course prepares students for VCE General Maths as well as Vocational Major-Numeracy.

Advanced Mathematics

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. Students will also complete critical and creative thinking tasks based on Thinkers Keys to improve their use of Mathematics in real-life situations as well as improve their Literacy Skills within this subject and others.

The Year 10 Advanced Maths Program use multiple learning styles: worksheets, Mathsonline, teacher guided mini-lessons and hands on activities to teach our students. Students receive a Learning Map with all the possible tasks listed for each concept to be learnt. Each topic Learning Map is scaffolded with concepts from Early Primary through to VCE Maths to help cater for all learning needs.

Students will also complete Semester 1 and 2 Exams in preparation for Year 11 and 12.

This course prepares students for VCE Mathematical Methods, Specialist Mathematics, General Maths as well as VCE VM Numeracy.

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:

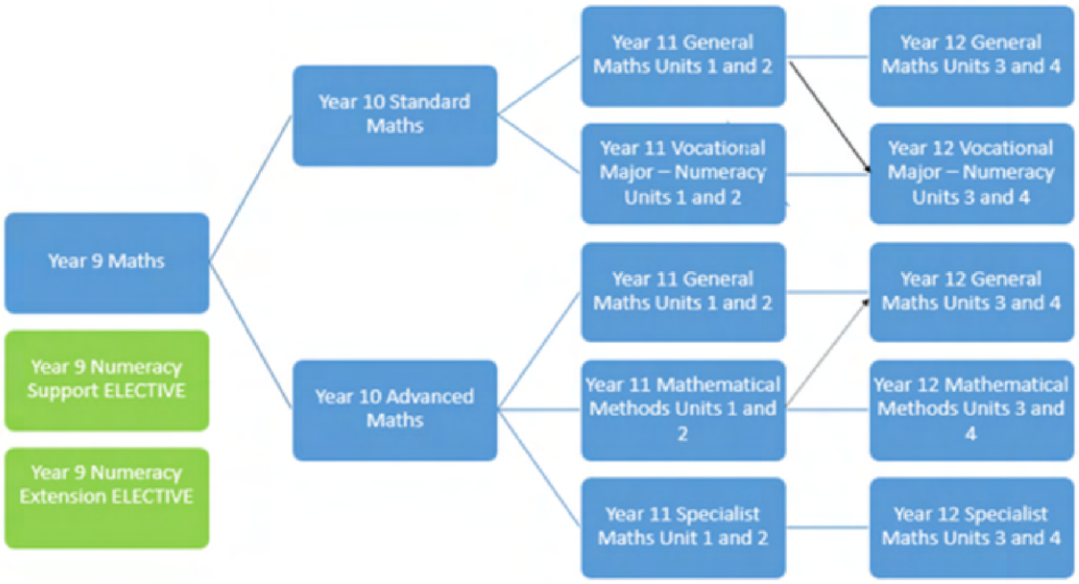
- The student should have completed Mathematics at Year 10 and achieve the expected Victorian Curriculum standard of 9.5 and have an S (satisfactory) for both Semester 1 and Semester 2.
- It is not recommended that any student attempt Year 11 General Maths if they were graded below the expected standard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

Entry to Methods and Specialist Maths Year 11

If a student wants to go Maths Methods at Year 11 and 12 (including students who also wish to do Specialist Maths) they should meet the following criteria:

- The student should have completed Mathematics at Year 10 and achieve the expected Victorian Curriculum standard of 10.0 across all three domains for both Semester 1 and Semester 2.
- 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.

Potential Mathematics Pathways



Science

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

In Science, students will develop skills such as:

- working 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
- conducting 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
- making connections between concepts; processing information; applying understandings to familiar and new contexts
- interpreting, explaining, and communicating information and ideas accurately and effectively
- using scientific language and conventions correctly, including equations and units of measurement.

Other Study Streams

Humanities

Students must choose at least one humanities subject.

Business Accounting and the Law

Students studying this subject will investigate learning opportunities in the following topics:

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 types of laws, the courts, international comparisons, and Australia's international 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 owner.

Topic 4: Economics: Learn about the Australian economy, basic economic theory and the important role you play in Australia's economy.

Political and Legal Foundations

In Political and Legal Foundations, students will explore how laws are made in Australia. Students will learn about the role of parliament, the courts, and politicians in the creation of laws. We will explore a range of contemporary local and national political issues and the views of major political parties. Students will also investigate Australia's role in the global community, reflecting upon Australia's obligations under international law. In this way, students will gain an understanding of international organisations that influence Australia's laws and government policies.

Geography

This subject will focus on environmental change and management and the geographies of human wellbeing. Students will study Human Wellbeing and Cities. 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 investigations 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.

History- Australia at War

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.

History- People Power

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 identify. 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.

VCE VET Community Services

The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly, and the disability sector.

This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest-growing sector in Australia.

Units of Competency:

- Working with diverse people
- Being an effective volunteer
- Participate in workplace health and safety
- Communicate in the workplace
- Work with diverse people

Health and Physical Education

Students must choose at least one Health and Physical Education subject.

Health Knowledge and Promotion

This subject will provide students with 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.

AFL Football

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 about motivation.

Exercise Science

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.

Outdoor Education

Outdoor education provides opportunities to develop positive relationships with the environment, others, and ourselves through interaction with the natural world. These relationships are essential for the wellbeing and sustainability of individuals, society, and our environment. Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school classroom. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.

Outdoor education can be instrumental in the teaching of self-reliance, interdependence, and leadership, the development of an adventurous spirit, managing personal risks, safe journeys in nature, the value of lifelong outdoor recreation for enjoyment, health, and well-being, understanding nature through direct experience and for developing deeper human-nature relationships.

Personal Fitness

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.

Sports Science

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 techniques with the use of technology in a sporting context.

VCE VET Sport and Recreation

This is a full-year subject

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 that are intended to enhance student skills and knowledge in more specialised areas of sporting activity.

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.

Units of Competency

Unit 1 and 2

- Organise personal work priorities and development
- Participate in workplace health and safety
- Conduct non-instructional sport, fitness or recreation sessions
- Provide First Aid
- Use social media tools for collaboration and engagement
- Book athlete travel and accommodation
- Participate in conditioning for sport
- Provide quality service
- Respond to emergency situations
- Conduct sport, fitness or recreation events

Technology

Students must choose at least one Technology subject

Baking and Catering

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 an 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.

Food Studies

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 labeling. 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.

Product Design- Textiles

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.

Product Design- Wood and Plastic

Students taking the Product Design course will work with wood and plastic to create products that solve a design problem. Students should be able to work independently to investigate, design and produce by completing a folio of work including a Design Brief, Technical Drawings, Cutting list and evaluating their production process and skills developed. Students may design for a client or work collaboratively to meet the needs of their Design Brief. Students are to develop a personal project that focuses on their own design drawing, expanding their knowledge on construction and design techniques.

Computer Programing

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.

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.

Information Technology

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

The Arts

Students must choose at least one Art subject

Art

This is a folio-based subject that requires students learning of specific materials and techniques and research at least two artists from different cultures and/or times. In developing the folio students are guided through the research requirement, the development of meaningful annotation, and exploration of some or all of the following media: watercolour, acrylics, charcoal, pastel, ink and wash, pencil, armature wire and plaster. Students also explore all or some of the following techniques: collage, painting, drawing, and printmaking. Assessments include three practical art-making projects, one research project & an end-of-semester exam. Students' critical and creative capabilities are also assessed.

Drawing for Design

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.

Digital Art

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.

Media Studies

The course at year 10 will focus on examining how media texts aim to persuade and influence an audience. Students will investigate the style and form of a range of media texts including, film, music video, magazines, advertising and radio podcasts to inform their own approach to designing a range of media products for different audiences.

This subject allows students to build on their own agency and choice by undertaking the design process considering the chosen style of product. Students will work collaboratively with others and individually, developing their skills through workshops, practical activities and exposure to a range of media texts. This subject is a pathway into VCE Media.

Photography

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 that 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 may be the artwork in itself or maybe a starting point for digital manipulation.

Visual Communication and Design

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.

Dance

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 practice 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.

Drama

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.

Drama continued...

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 specific acting styles and genres and apply their knowledge in practical activities. They study the roles of stagecraft designers and analyse a live theatre production. Students 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.

VCE VET Music - Performance

In 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 recording a music demo and preparing for performances. Units 3 and 4 offer scored assessments 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.

Units of Competency- Units 1 and 2

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Incorporate music technology in performances
- Make a music demo
- Perform simple repertoire in ensembles

English Electives

Literature

Students will learn to unpack different forms, styles and genres in texts. These will range from poetry, film, plays and novels. They will make selections from a list of novels to read and participate in book talks and discussion throughout the Semester. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

Sports Journalism

Sports Journalism will focus on students analysing and designing media texts aimed at informing and/or persuading specified audiences. Sports journalists work in all areas of the media, including print, television broadcasting and the radio, students will be writing for various mediums and selected audiences. To provide students with a ‘real life’ experience as a reporter, students will be required to report on school sports events and write for school publications. Students will use multimodal methods to present their viewpoints and explore issues in the sporting industry, based on their desired area of interest in writing for the media. A range of topics will be covered including, ethics in the sporting industry and reporting, writing for print, radio and television. By the end of semester, students should have developed a range of media products, using language and visuals to inform and persuade different audiences.

Japanese

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 and 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.