



Year 10 Student Course Manual 2021

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YEAR 10 CURRICULUM 2020

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

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

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

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

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

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

ACCELERATION

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

Students need to have achieved the following: *

- An average of 80% + in a minimum of four subjects*
- Work Habits that are 'good' or better in all subjects including work-related capabilities e.g. time management independence with completing work
- Victorian Curriculum levels that are 'At Standard' or higher

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

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

Students who meet these criteria can apply for acceleration if they wish to do so. Relevant subject teachers will assess the applications, as well as the Head of Senior School.

Students who wish to accelerate into two or more subjects must apply directly to the Deputy Principal - Learning and Teaching who will decide on the outcome.

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

*In some cases, students who do not exactly meet these criteria may apply to the Deputy Principal – Learning and Teaching.

VOCATIONAL EDUCATION & INDUSTRY PROGRAM (VEIP)

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

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

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

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

STEPPING UP FROM YEAR 10 TO YEAR 11

INTRODUCTION

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

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

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

HOW CAN READINESS FOR STEPPING UP BE IDENTIFIED?

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

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

PRE-REQUISITES FOR STUDY AT YEAR 11

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

STUDENTS WHO DO NOT MEET THESE PRE-REQUISITES

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

STUDIES IN YEAR 10 - 2021

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

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

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

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

○ Art	○
○ Automotive (REV heads)	○ Outdoor & Environmental Studies Units 1/2 VCE (year-long subject)
○ Design and Technologies - Microelectronics	○ Physical Education
○ Design and Technologies - STEM	
○ English Language	○ Textiles
○ English Literature	○ Drama
○ Excel Monies and Networks	○ The Money Tree
○ French (year-long subject)	○ Visual Communication
○ Geography	○ Certificate II in Animal Studies (year-long subject)
○ History	○ Certificate II in Horticulture (year-long subject)
○ Health & Human Development	○ Certificate II in Hospitality (year-long subject)
○ Japanese (year-long subject)	
○ Media	○ Certificate III in Sport and Recreation (2-year subject)
○ Movie Database and Websites	
○ Music Performance	

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

SUBJECT SELECTION CHECK LIST

Students will complete their options online using Web Preferences. Once complete, return a printed and signed copy of the receipt, which includes preferences, to the Homeroom Teacher by Wednesday 26 August.

Subject Selection Check List

1. The receipt form is signed by a parent/guardian
2. The core subjects: English, Mathematics (Advanced, Standard, Applied levels), Science and History or Geography have been selected.
3. VCE Industry and Enterprise (one semester) has been selected. Prior to entry into VEIP, the student and their parents must have discussed this option with Mr Chris White, VET Coordinator. This will be changed upon successful application.
4. One Health or PE related subject/elective (and no more than two).
5. The remaining electives have been chosen. Year length subjects take up two elective spaces.
6. **Two reserve subjects/electives have been included.**

Use the section below to organise the **elective subjects** including Health/PE options. Whole year/two semester electives take two places. VEIP will take one core and one elective place.

1. _____ 2. _____

3. _____ 4. _____

Reserves - (in case of timetable blocking issues)

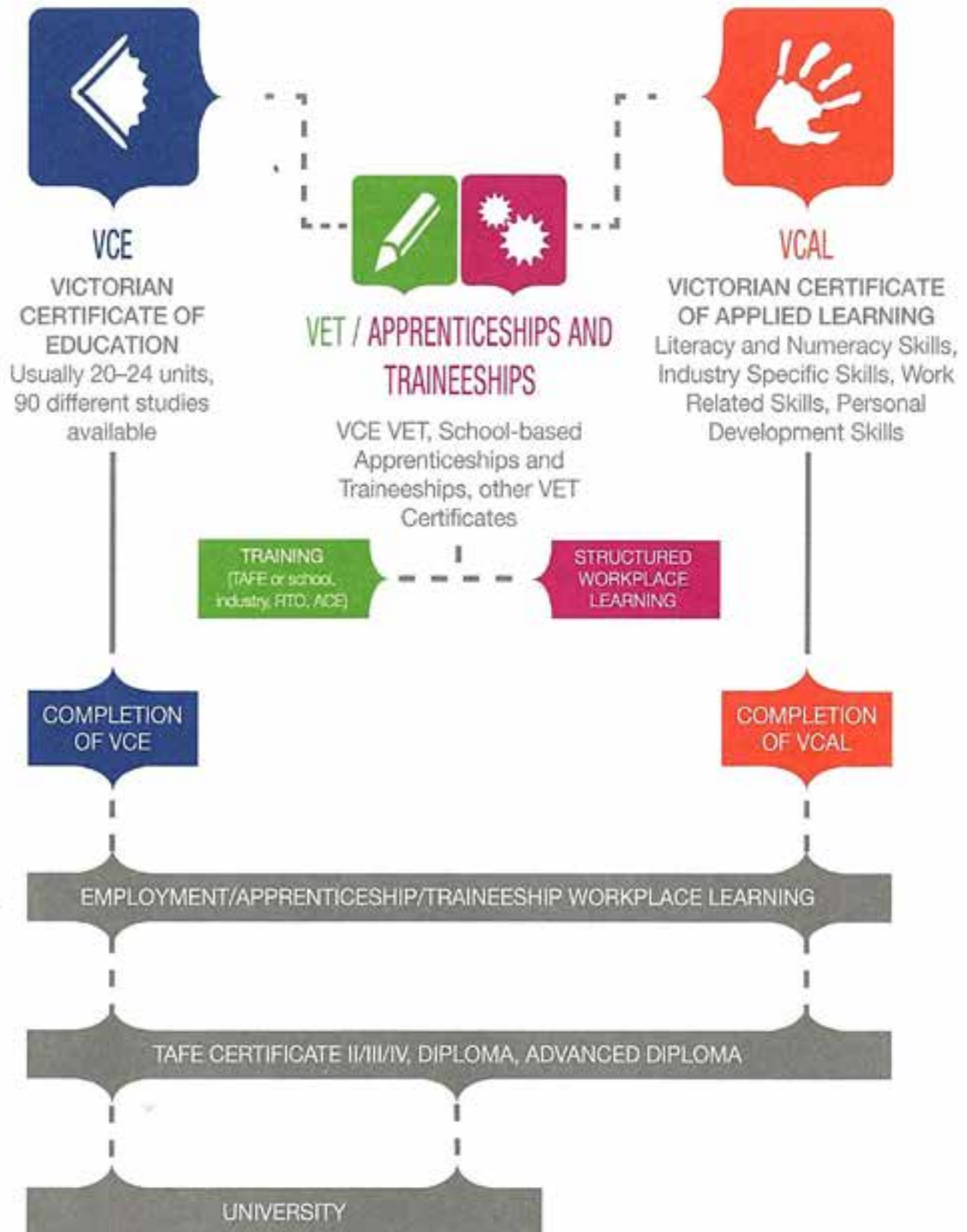
5. _____ 6. _____

GENERAL ACRONYMS FOR SENIOR YEARS

VCAA	-	Victorian Curriculum and Assessment Authority
VQA	-	Victorian Qualifications Authority
VCE	-	Victorian Certificate of Education
VCAL	-	Victorian Certificate of Applied Learning
VET	-	Vocational Education and Training
SAC	-	School Assessed Coursework
SAT	-	School Assessed Task
ATAR	-	Australian Tertiary Admission Rank
RTO	-	Registered Training Organisation
RPL	-	Recognition of Prior Learning
GAT	-	General Achievement Test
PERIOD 5	-	Class after school hours (3.45pm – 5.00pm) where students complete Assessment Tasks that they have missed due to approved absence. Classes are held every week alternating between Tuesday and Thursday. Formal arrangements are made by the Subject Teacher and parents are notified by letter.

NB: In addition there may be subject specific acronyms of which students will be informed during that unit of study.

LEARNING PATHWAYS



CORE STUDIES

RELIGIOUS EDUCATION

SUBJECT OVERVIEW

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

WHAT IS STUDIED?

Term 1- Why are stories important?

In this unit students will explore how stories have shaped their understanding of self and the world around them. Students will also explore stories from the Bible and how they have shaped individuals, cultures and the world.

Term 2- Social Justice

An exploration of some of the contemporary cultural issues faced by Aboriginal and Torres Strait Islander Australians. Students will also investigate how the Catholic Church and the Sisters of Mercy call us them to be people of justice.

Term 3- Why is sharing meals important?

Students will explain the importance and types of meals shared by family, culture and religious traditions, focusing on the Catholic Tradition of the Sacrament of Eucharist.

Term 4- What is a Moral Compass?

In this inquiry unit, students will reflect upon their moral framework. They will research the moral framework of the Catholic Tradition and find links between the two using scenarios.

WHAT TYPE OF WORK IS DONE?

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

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Religion and Society Unit 1 (Year 11)

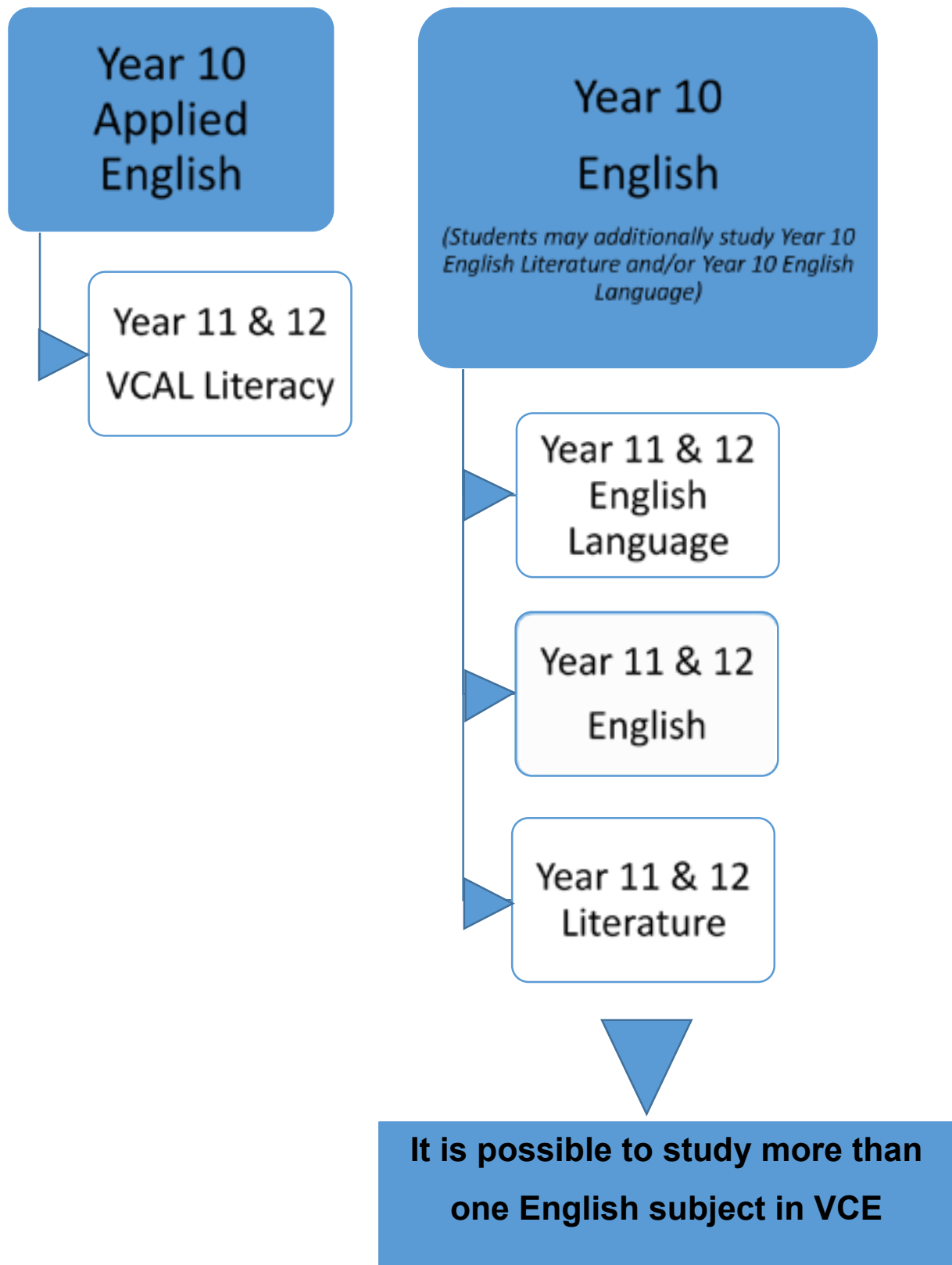
Religion and Society Unit 2 (Year 12)

OR

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

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

English Pathways



ENGLISH

SUBJECT OVERVIEW

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

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

WHAT IS STUDIED?

Semesters One and Two

- **A range of texts**
- **Argument & Analysis**
- **Creative Writing**

Texts studied will be:

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

WHAT TYPE OF WORK IS DONE?

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

For example:

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

VCE English Units 1 - 4

VCE English Language Units 1 - 4

VCE Literature Units 1 - 4

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

APPLIED ENGLISH

SUBJECT OVERVIEW

Applied English is designed for Year 10 students who may require a more vocationally orientated approach to English, particularly those students undertaking VEIP. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills. Applied English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The subject offers scope for teacher discretion to tailor the course to the needs of their cohort. This can be done, for instance, through the selection of appropriate texts. There is the possibility for more emphasis to be given to workplace texts. Applied English is not studied in conjunction with other English subjects.

WHAT IS STUDIED?

- Students will extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests
- Students will strengthen and extend their language skills through thinking, reading, writing, speaking and listening
- Students will communicate ideas and information effectively using the conventions of written and spoken language
Students will listen and speak in a range of informal and formal settings for different audiences and purposes
- Students will read a range of texts to construct personal, creative, comparative and critical responses

WHAT TYPE OF WORK IS DONE?

- Reading, analysing and comparing a range of texts
- Researching, drafting and presenting speeches for a variety of purposes
- Writing different texts for a range of purposes

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject leads to an applied learning pathway (VCAL). This subject does NOT lead to a VCE pathway. Selection for this subject will be based on consultation with parents, teacher recommendation and the Learning Support Leader.

A review will occur towards the end of Semester One of Year 10 to determine whether it will be beneficial for students to remain in Applied English or whether they wish to move back into the mainstream VCE English stream.

MATHEMATICS – ADVANCED LEVEL

SUBJECT OVERVIEW

Mathematics is fundamental to the functioning of society.

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

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

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

WHAT IS STUDIED?

- Algebraic Techniques
- Number Systems
- Mensuration
- Surds and Indices
- Extension and practical problems in Trigonometry and Geometry
- Linear and Non-Linear Relationships
- Parabolas and Quadratics
- Modelling non-routine situations
- Probability

WHAT TYPE OF WORK IS DONE?

- Unit Tests
- Examinations
- Application Tasks
- Bookwork
- Homework Exercises
- Mathspace Tasks

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

MATHEMATICS – STANDARD LEVEL

SUBJECT OVERVIEW

Mathematics is fundamental to the functioning of society.

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

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

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

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

- Unit Tests
- Examinations
- Application tasks
- Bookwork
- Homework Exercises
- Mathspace Tasks

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

MATHEMATICS - APPLIED

SUBJECT OVERVIEW

Mathematics is fundamental to the functioning of society.

The **Year 10 Mathematics - Applied** course primarily prepares students wishing to study the Victorian Certificate of Applied Learning (VCAL) in Year 11 and 12. Upon successful completion of this course, students are credited one of their VCAL units: the *VCAL Numeracy Skill – Foundation Unit*.

This course is also recommended for students wishing to complete the Victorian Certificate of Education (VCE) in Year 11 and 12 without undertaking a mathematics subject. The emphasis on the practical applications of mathematics in this course enables students to develop confidence and skills to perform familiar numeracy tasks and make sense of mathematics in their daily lives and in society.

The areas of study include numbers and data, financial literacy, time and location, measurement and design and the use of software tools and devices.

Selection into this course is based on students' learning style, chosen educational pathway, results and teacher recommendation. While students undertaking this course will not be able to complete a VCE Mathematics, after semester one they can change to the Y10 Mathematics - Standard course with diligence and application. Students' progress will be monitored to ensure that they are working at the appropriate level.

WHAT IS STUDIED?

- Numerical Skills and Processes
- Financial Literacy
- Planning and Organising
- Measurement Representation and Design
- Preparing for Work

WHAT TYPE OF WORK IS DONE?

- Skill practice using worksheets, bookwork, online math programs.
- Tests to gauge understanding and knowledge.
- Application tasks and projects
- Investigations
- Use of software such as EXCEL.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of the Year 10 Mathematics – Applied course enables students to:

- Undertake VCAL Numeracy Skills Intermediate and Senior Units in Year 11 and 12 as part of their VCAL certificate.
- Undertake the Victorian Certificate of Education (VCE) but WITHOUT a mathematics subject.
- Undertake further studies in Vocational Education and Training (VET), in Further Vocational Education and Training (FE) and/or employment.

SCIENCE

SUBJECT OVERVIEW

Science at Year 10 is studied by all students for the entire year. The world of the 21st century is an increasingly scientific world. Being able to consider our world from a scientific perspective broadens our understanding and enables us to make informed choices. Many decisions affecting society that have been or will be made are a result of scientific discoveries or problems requiring a scientific approach. In this subject, students apply scientific methodology to evaluate and interpret data. Subject content will also focus on building scientific knowledge and developing analytical thinking skills. Students consider the impact of science in society and the manner in which science is reported in the media.

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

- Biology
- Chemistry
- Physics
- Psychology
- Environmental Science

WHAT IS STUDIED?

Students will study units from the following branches of Science:

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

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

VCE INDUSTRY AND ENTERPRISE UNIT 1

SUBJECT OVERVIEW

VCE Industry and Enterprise investigates work and its place in work settings, industries and societies. It enables students to develop personal career goals and plan career pathways. Students will have an opportunity to develop both personal and work related skills through Structured Workplace Learning. It encourages students to develop individual enterprising behaviour, manage workplace risks and examine trends and patterns in Australian workplaces and industries. Students also prepare a letter of application, resume and key selection criteria which are used for their Mock Interviews.

WHAT IS STUDIED?

Unit 1 is broken down into three main areas.

Contributing to the workforce

- Preparation for Structured Workplace Learning
- Entry Level OHS requirements (Safe@work certificates)
- Preparation for Mock interviews (resume, letter of application and key selection criteria)
- Developing personal career goals
- Investigating future industry growth areas and emerging employment trends

Developing work related skills

- Career research
- Research on a range of different work settings
- The importance of work related skills
- A self-assessment on work related skills

Workplace effectiveness

- Workplace rights and responsibilities.
- The role of unions in the workplace and equal opportunity employment.
- OHS requirements for specific work settings
- Research work related issues.
- Discuss the use of work related skills to efficiently deal with work related issues

WHAT TYPE OF WORK IS DONE?

- Mock interview application – requires students to create a resume, key selection criteria and a letter of application.
- Career research task – Students are required to explore possible career options using the Career Voyage program.
- ICT based presentation on workplace issues.
- Online tests, modules and quizzes.
- Self-reflection on their Structured Workplace Learning
- Case studies on workplace rights and responsibilities and conflict resolution.
- A variety of exercises, internet research and tasks on employability skills.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject helps students to understand, develop and demonstrate work related skills in order to participate effectively within local and global settings. Knowledge from this subject will help guide students with their VCE subject selections and personal career goals and future career pathways.

Students will learn how to construct necessary documentation required for an interview. This knowledge combined with the constructive feedback they will receive from their mock interview experience will help provide a sound preparation for future job applications.

Industry and Enterprise is also a Unit 1 VCE subject, which will provide a valuable opportunity to prepare students for their VCE, and provide a single credit towards VCE and VCAL.

ELECTIVE STUDIES

ART

SUBJECT OVERVIEW

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

Students would study this subject if they:

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

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

AUTOMOTIVE - (Rev Heads)

SUBJECT OVERVIEW

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

WHAT IS STUDIED?

- Diagnostic skills
- Electrical systems
- Welding basics
- Testing engine systems
- Electronic Circuits

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

DESIGN AND TECHNOLOGIES

MICROELECTRONICS

SUBJECT OVERVIEW

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

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

Further study at a university or TAFE in the Design Process, Programming and Engineering.

DESIGN AND TECHNOLOGIES

STEM

SUBJECT OVERVIEW

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

The subject appeals to students who:

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

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

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

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

DESIGN AND TECHNOLOGY TEXTILES

SUBJECT OVERVIEW

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

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

WHAT IS STUDIED?

Practical Folio

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

Theory Tasks

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE Product Design & Technology (Textiles) Units 1-4 and/or Visual Communication and Design. Cadetships or traineeships are available in the fashion, manufacturing or merchandising sectors of the Textiles Industry. Often students will choose Visual Communication or Studio Arts as complementary subjects to Textiles. Studying textiles can contribute to the entry to many tertiary courses and careers such as Fashion Designer, Costume Maker, Clothing Cutter, Interior Decorator, Leather Goods Maker, Fashion Designer, Fibre Textile worker, Patternmaker, Milliner, Textile Designer, Set Designer, Theatrical Costume and Set Designer, Draftsperson

DRAMA

SUBJECT OVERVIEW

This unit caters for those with an interest in acting, as well as the other elements of drama; stagecraft and design and how these all combine, to engage an audience in a live performance. Students are exposed to a range of different performance styles and types of plays. They attend a professional theatre production and analyse and evaluate how the various elements convey dramatic meaning and they apply these ideas to their own play ideas, staging their own short play. The students plan, direct, rehearse and refine both self-devised and scripted drama in a variety of different forms, styles and develop their performance and expressive skills to perform play scenes, from different cultures, places and times, in different spaces.

WHAT IS STUDIED?

Elements of Drama

- Theatre History: introduction to major theatre practitioners and performance styles

Stagecraft Unit

- Designing for the theatre: lighting, costume, make-up, set and sound design
- Script to stage: using stagecraft design to create dramatic meaning for an audience

Play Production Unit

- Evaluate how performance styles are used to convey meaning and engage audiences
- Applying technical aspects of stagecraft in a theatre production

Creating Drama

- Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama

Responding to Professional Theatre

- Analyse drama from contemporary and past cultures, including the drama of Aboriginal and Torres Strait Islander Peoples

WHAT TYPE OF WORK IS DONE?

Elements of Drama

- Apply theatrical conventions to devised and existing play-scripts and present

Stagecraft Unit

- Design workshops in lighting, costume, make-up, set and sound
- Apply stagecraft design to play-scripts in live performance and in a folio.

Play Production Unit

- Character work using expressive skills: voice, movement, gesture, facial expression.
- Design, direct and stage a short play.

Creating Drama

- Create original drama from current and historical issues.
- Perform a devised play, shaping design elements to create dramatic meaning

Responding to Professional Theatre

- Read, view performances of and analyse scenes from playscripts
- Analysis of professional theatre performance

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

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

ENGLISH LANGUAGE

SUBJECT OVERVIEW

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

The study of English Language:

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

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

ENGLISH LITERATURE

SUBJECT OVERVIEW

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

The study of Literature:

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

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

EXCEL MONIES & NETWORKS

(Semester Based)

SUBJECT OVERVIEW

We are in the 21st century and today everything is about technology. It is seen in almost every aspect of modern life. In today's society, information is paramount and information technology (IT) influences all kinds of human activity. Benefits of technology include increased productivity in many work-related and personal tasks. In this semester-based subject, students will explore how to use spreadsheet software such as Excel, including formulas and functions that allow the program to do all the hard work. Students will also explore different aspects of networks, including the hardware/software and how computers are connected to the Internet. Students will use visual design tools to help consolidate their ideas and designs before developing working solutions.

WHAT IS STUDIED?

- Creating a spreadsheet using Excel to perform powerful functions with ease
- Manipulating and sorting data, including producing graphs
- Different types of networks
- Hardware and software required to set-up a network

WHAT TYPE OF WORK IS DONE?

- Produce a report on the items they wish to purchase in order to connect to the online world within a given budget
- Complete an analysis, design and development of Portfolio of the skills learnt in Spread Sheets
- End of Semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE

Students may choose to continue studying information technology in VCE by selecting Unit 1 & 2 VCE Applied Computing and Unit 3 & 4 Analytics in Years 11 and 12

Career

There are many careers to follow when specialising in information technology. These can be IT related such as Network Manager, Website Designer, Cyber Security Analyst, Data Analyst and Database Administrator. Additionally, many other jobs and careers are increasingly needing their staff to have IT skills and capabilities. As technology progresses, the need for information technology skills and professionals increases, with IT employment opportunities being an area of demand in the next 5 years and beyond.

FRENCH

SUBJECT OVERVIEW

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

The study of French enables students to:

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

WHAT IS STUDIED?

Semester One

Pre-requisite: Satisfactory completion of Year 9 French. Detailed vocabulary, grammar and cultural information are introduced through the following topics:

- **Directions** - making a film about local historical places in French
- **The house** – describing a bedroom blitz
- **Daily routine** – using regular, irregular and reflexive verbs in the present and the past tense
- **Holidays** – aims and destinations, conduct a survey, talk about past holidays and future plans

Semester Two

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

Detailed vocabulary, grammar and cultural information are introduced through the following topics:

- **Pastime and Leisure Activities** - Films genre, leisure activities and musical instruments
- **Holidays** – good food, illness and accidents, symptoms and treatments.
- **Personality** – Describing personalities and positive and negative traits.

WHAT TYPE OF WORK IS DONE

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

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

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

GEOGRAPHY

SUBJECT OVERVIEW

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

WHAT IS STUDIED?

Environmental change and management

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

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

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

HISTORY: The Modern World and Australia

SUBJECT OVERVIEW

The Level 10 curriculum provides a study of the history of Australia in its global context from 1918 to the present. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international co-operation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

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

WHAT IS STUDIED?

Topic 1: World War II (1939-1945)

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

Topic 2: Rights and Freedoms (1945 – present)

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

Topic 3: The Globalising World: Popular Culture

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

It leads to the study of history and politics at VCE: Units 1 & 2 History and 3 & 4 Revolutions. This subject leads to the career pathways of media, journalism, law, business, advertising, marketing and public relations.

HEALTH AND HUMAN DEVELOPMENT

SUBJECT OVERVIEW

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

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

WHAT TOPICS ARE COVERED?

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

WHAT TYPE OF ACTIVITIES ARE YOU INVOLVED IN?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

JAPANESE

SUBJECT OVERVIEW

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

The study of Japanese enables students to:

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

WHAT IS STUDIED?

Semester One

Pre-requisite: Satisfactory completion of Year 9 Japanese.

Detailed vocabulary and grammar are introduced through the following topics:

- Leisure - comparing leisure activities in Australia and Japan
- Shopping - how to purchase goods in Japan
- Locations – asking where something is and giving directions
- Japanese cuisine and hospitality

Semester Two

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

Detailed vocabulary and grammar are introduced through the following topics:

- Part time work - applying for jobs in Japan
- Sickness and health – visiting two doctors' clinics

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

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

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

MEDIA

SUBJECT OVERVIEW

- To gain access to the many options that comprise Media in creative, analytical, industrial and career contexts.
- To produce video, photography, desktop publishing (e.g. Photoshop), and other media forms of choice.
- To view and study narrative and documentary film in order to develop analytical skills and understanding of codes, conventions and genre.
- To explore the notion of representation of reality in the media

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

MOVIE DATABASE AND WEBSITES

SUBJECT OVERVIEW

We are in the 21st century and today everything is about technology. It is seen in almost every aspect of modern life. In today's society, information is paramount and information technology (IT) influences all kinds of human activity. Benefits of technology include increased productivity in many work-related and personal tasks. In this semester-based subject, students will explore what is multimedia development focusing on websites, integrating pictures, sounds and video. Students will also explore different aspects of networks and how computers are connected to the Internet. Students will use visual design tools to help consolidate their ideas and designs before developing working solutions.

WHAT IS STUDIED?

- Developing a Database using Microsoft Access
- Creating a website using Adobe Dreamweaver
- Manipulating images for the website using Adobe Photoshop/Illustrator
- Designing layout diagrams using Mockflow online

WHAT TYPE OF WORK IS DONE?

- Production of a Portfolio of Client Websites/Responding to an Audience
- Production of a movie database solution for a scenario
- End of Semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE

Students may choose to continue studying information technology in VCE by selecting Unit 1 & 2 VCE Applied Computing and Unit 3 & 4 Analytics in Years 11 and 12

Career

There are many careers to follow when specialising in information technology, these can be IT related such as Network Manager, Website Designer, Cyber Security Analyst, Data Analyst and Database Administrator. Additionally, many other jobs and careers are increasingly needing their staff to have IT skills and capabilities. As technology progresses, the need for information technology skills and professionals increases, with IT employment opportunities being an area of demand in the next 5 years and beyond.

MUSIC PERFORMANCE

SUBJECT OVERVIEW

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

WHAT IS STUDIED?

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

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

OUTDOOR AND ENVIRONMENTAL STUDIES

(VCE 1 & 2 offered at Year 10 only)

SUBJECT OVERVIEW

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

WHAT IS STUDIED?

UNIT 1

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

WHAT TYPE OF WORK IS DONE?

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

WHAT IS STUDIED?

UNIT 2

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

WHAT TYPE OF WORK IS DONE?

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

OUTDOOR RECREATION

(Semester Based)

SUBJECT OVERVIEW

This subject provides students with the skills and knowledge to undertake outdoor activities safely with minimal impact on the outdoor environment. Students begin to explore risks and how to manage them in an outdoor setting through trip planning and participation in outdoor recreation activities. Students develop knowledge of equipment, its use and maintenance for specific outdoor activities. Students participate in theoretical and practical based classes to develop knowledge and skills to navigate within controlled environments.

Participation in practical activities, excursions and camps is compulsory.

Please note this is a single semester subject offered in both semester 1 and 2 dependent on numbers.

WHAT IS STUDIED?

- Motivations and responses to outdoor activities
- Planning for trips and excursions
- Codes of conducts
- Safety in outdoor activities
- Risks management outdoor environments
- Navigation
- Technology used in outdoor environments
- Access to outdoor environments and outdoor activities

Practical Skills

- Climbing and Abseiling skills on natural surfaces
- Demonstrate safety in outdoor environments
- Navigation skills in a controlled environment
- Mt Biking through bush environments
- Use and maintain a temporary or overnight sites
- Prepare and create healthy menus for camp situations
- Prepare for adventure activities
- Water based adventure activities eg. surfing

WHAT TYPE OF WORK IS DONE?

- Excursions
- Overnight camp
- Group activities and discussion
- Observations
- Written responses
- Short reports
- Journals
- Practical skill
- End of semester examination

Possible Camps and Excursions

School based practical activities

- setting up tents
- camp cooking
- packing for adventure activities
- orienteering compass/map navigation
- geocaching

External

- Mt biking – Woodend & Harcourt
- Bouldering – Woodend
- Rock Climbing Mt Macedon
- Indoor Rock Climbing
- Navigation – Black Hill
- Camp – Surf Coast Camp

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Study of VCE Outdoor Environmental Studies Unit $\frac{3}{4}$ (Year 11)

Careers such as:

- Park Ranger
- Outdoor Adventure Guide
- Tour Guide
- Arborist & Forestry
- Environmental Science
- Environmental Engineering

PHYSICAL EDUCATION

SUBJECT OVERVIEW

Theoretical Component:

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

Practical Component:

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

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

THE MONEY TREE

SUBJECT OVERVIEW

Does money grow on trees?

In Year 10 Money Tree students are introduced to topics with specific links to VCE subjects; including Economics, Business Management and Accounting.

It is based on the Victorian Curriculum Economics and Business standard incorporating Resource Allocation, Consumer and Financial Literacy, The Business Environment, Enterprising Behaviours and Capabilities, and Economic Reasoning and Interpretation.

Students investigate features of Australia's economy. They learn the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. Students discuss the enterprising behaviours and capabilities that could be developed by individuals to assist the business environments.

WHAT IS STUDIED?

- Introduction to Economics
- The concept of money
- Financial Literacy
- Consumer Law
- Enterprise & Entrepreneurialism

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

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

VISUAL COMMUNICATION DESIGN

SUBJECT OVERVIEW

Students complete independent and collaborative design projects to develop their skills, with a focus on design thinking (critical, creative and reflective thinking). They use manual drawing methods, combined with a variety of media, to develop their ideas. Students will attempt designing for different fields of design including Environmental, Industrial and Communication Design. Students will also be introduced to design programs including Photoshop and Illustrator to refine and present their ideas.

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

Past Projects Include:

- Chocolate bar design (Drawing conventions)
- Soap packaging design (experimenting with media)
- Food truck design (Drawing conventions and logo development)
- Garden design for café (Environmental design drawing)
- Small building design and development of model (Architectural Model Making and Drawing Conventions)
- Poster design for promotion and advertisement (Using Typography and Colour)
- Logo development for Social Enterprise (Motif and shape development)
- Product Packaging for people with a disability (Design for a Target Audience)

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Visual Communication and Design Units 1 – 4

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

VET STUDIES

CERTIFICATE II IN ANIMAL STUDIES

NOTE: THIS SUBJECT WILL NOT BE OFFERED AS A CHOICE IN 2021, STUDENTS WILL HAVE THE OPTION TO CHOOSE IT FOR 2022

SUBJECT OVERVIEW

This is a general qualification for entry into sectors of the animal care and management industry, where workers provide care for animals in workplaces such as:

- animal shelters
- kennels
- catteries
- sanctuaries
- veterinary clinics.

At this level, work takes place under direct supervision within clearly defined guidelines for work activities.

As part of the course requirements, it is necessary that students wear personal protective equipment provided by the College. Approximate cost for this course is \$300.00, which includes scrubs and student book.

WHAT IS STUDIED?

There are 12 core units and 4 electives that will be undertaken as part of this certificate. The core units are:

- Work in the animal care industry
- Participate in workplace communications
- Complete animal care hygiene routines
- Feed and water animals
- Assist in the health care of animals
- Provide basic first aid for animals
- Participate in environmentally sustainable work practices
- Participate in workplace health and safety processes

The electives chosen will be based on student interest.

WHAT TYPE OF WORK IS DONE?

- Practical experience in an animal workplace environment
- Guest speakers/incursions from various sectors of the animal care and management industry
- Excursions to various animal workplaces
- Student Journal
- Research Tasks
- Assessment of practical skills to show competency
- Assessment of knowledge to show competency

In 2022 all VET Animal Studies students will be required to complete an extended practical class once a week. The class will run from 1.30pm until 5.00pm on a Monday. This will bring Sacred Heart into line with industry best practice. This class is compulsory and will run throughout the year.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Completion of VET Certificate II in Animal Studies so that further certificates can be studied
- Work placements, apprenticeships and careers in the animal care and management industry

CERTIFICATE II IN HORTICULTURE STUDIES

SUBJECT OVERVIEW

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

It should be undertaken by students who:

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

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

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

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

CERTIFICATE II IN HOSPITALITY

SUBJECT OVERVIEW

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

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

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

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

UNITS 1 and 2

WHAT IS STUDIED?

Units 1 and 2 operate as a year-long course

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

WHAT TYPE OF WORK IS DONE?

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

In 2021 all VET Hospitality students will be required to complete an extended practical class once a week. The class will run from 1.30pm until 5.00pm. This will bring Sacred Heart into line with industry best practice. The first year students will complete their practical class on a Monday and for second year students it will be on a Wednesday. This class is compulsory and will run throughout the year. These classes will also allow the students to achieve the Structured Workplace Learning component of the course.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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

CERTIFICATE III IN SPORT & RECREATION

SUBJECT OVERVIEW

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

Approximate cost for this course is \$350.00 per year

UNITS 1 & 2

WHAT IS STUDIED?

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

WHAT TYPE OF WORK IS DONE?

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



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