



**KEILOR DOWNS  
COLLEGE**

*A High Performing School*

A Co-educational School 7-12

YEAR 10  
COURSE  
SELECTION GUIDE  
2024-2025

# CONTENTS

|   |    |
|---|----|
| CONTENTS .....  | 2  |
| INTRODUCTION: .....                                     | 5  |
| PATHWAY OPTIONS: .....                                  | 6  |
| YEAR 10 CURRICULUM 2025: .....                          | 7  |
| YEAR 10 ELECTIVE UNITS: .....                           | 8  |
| VCE ACCESS: .....                                       | 10 |
| SEAL PROGRAM (SELECT ENTRY ACCELERATED LEARNING): ..... | 11 |
| THE FOLLOWING CONDITIONS APPLY FOR VCE SUBJECTS: .....  | 12 |
| ENGLISH OPTIONS .....                                   | 13 |
| ADVANCED ENGLISH .....                                  | 14 |
| ENGLISH .....   | 15 |
| ENGLISH AS AN ADDITIONAL LANGUAGE .....                 | 16 |
| LITERACY.....   | 18 |
| ENGLISH PATHWAYS .....                                  | 19 |
| MATHS OPTIONS .....                                     | 20 |
| ADVANCED MATHEMATICS .....                              | 21 |
| MATHEMATICS SEMESTER 1 .....                            | 22 |
| GENERAL MATHEMATICS SEMESTER 2 .....                    | 23 |
| MATHEMATICAL METHODS SEMESTER 2 .....                   | 24 |
| NUMERACY .....  | 25 |
| MATHEMATICS PATHWAYS .....                              | 26 |
| HUMANITIES OPTIONS .....                                | 28 |
| ACCOUNTING .....  | 29 |
| BUSINESS MANAGEMENT .....                               | 30 |
| HISTORY .....   | 31 |
| LEGAL STUDIES .....                                     | 32 |
| SOCIOLOGY.....  | 34 |
| HUMANITIES PATHWAYS.....                                | 36 |
| SCIENCE OPTIONS .....                                   | 37 |
| FORENSIC AND CONSUMER SCIENCE.....                      | 38 |
| INTRODUCTION TO BIOLOGY.....                            | 39 |
| INTRODUCTION TO CHEMISTRY.....                          | 40 |
| INTRODUCTION TO PHYSICS .....                           | 41 |
| INTRODUCTION TO PSYCHOLOGY .....                        | 42 |
| SCIENCE PATHWAYS .....                                  | 44 |

|  |    |
|--|----|
| ARTS OPTIONS .....                                   | 45 |
| MEDIA .....  | 46 |
| 2D ART MAKING MEANING .....                          | 47 |
| 3D ART CREATION AND CONSTRUCTION.....                | 48 |
| VCD BE A DESIGNER .....                              | 50 |
| VCD BE AN ARCHITECT.....                             | 51 |
| DANCE.....   | 52 |
| DRAMA .....  | 53 |
| MUSIC PERFORMANCE .....                              | 55 |
| MUSIC INDUSTRY & SOUND PRODUCTION .....              | 56 |
| HEALTH & PE OPTIONS .....                            | 58 |
| ADVANCED PHYSICAL EDUCATION .....                    | 59 |
| ADVANCED SOCCER .....                                | 60 |
| HEALTH & HUMAN DEVELOPMENT.....                      | 61 |
| OUTDOOR EDUCATION .....                              | 62 |
| SPORTS LEADERSHIP .....                              | 63 |
| SPORT AND RECREATION .....                           | 65 |
| LANGUAGES OPTIONS .....                              | 67 |
| ITALIAN .....  | 68 |
| JAPANESE .....                                       | 69 |
| TECHNOLOGY OPTIONS .....                             | 71 |
| FOOD TECHNOLOGY .....                                | 72 |
| CAFÉ.....  | 73 |
| BAKERY.....  | 74 |
| PRODUCT DESIGN AND TECHNOLOGY - HOME .....           | 75 |
| PRODUCT DESIGN AND TECHNOLOGY - COMMUNITY .....      | 76 |
| SYSTEMS ENGINEERING (ELECTRONICS AND ROBOTICS) ..... | 77 |
| SYSTEMS BASICS (ELECTRONICS AND ROBOTICS .....       | 78 |
| DIGITAL TECHNOLOGY OPTIONS .....                     | 80 |
| INTRODUCTION TO APPLIED COMPUTING .....              | 81 |
| CODING .....   | 82 |
| WEB DESIGN AND DEVELOPMENT .....                     | 83 |
| <b>APPLIED LEARNING</b> OPTIONS.....                 | 84 |
| <b>APPLIED LEARNING</b> OVERVIEW.....                | 85 |
| LITERACY .....                                       | 86 |
| NUMERACY .....                                       | 87 |
| READY TO LEAD .....                                  | 88 |

|                              |    |
|------------------------------|----|
| READY TO WORK .....          | 90 |
| ACTIVE VOLUNTEERING .....    | 91 |
| SENIOR SCHOOL PATHWAYS ..... | 93 |
| HEADSTART.....               | 94 |

***Please note: Some subjects require the use of additional resources and materials.***

***Parents are invited to support the college by providing the following contributions:***

- *Food Technology - \$55*
- *VET Cookery - \$55*
- *Café - \$55*
- *Bakery - \$55*
- *PDT - \$30.00*
- *Systems Engineering - \$40*

***Additionally, some subjects involve a number of excursions and outdoor recreation activities that students will need to pay for throughout the year. The approximate total cost for these excursions is:***

- *Advanced Physical Education - \$50*
- *Advanced Soccer - \$100*
- *Outdoor Education - \$350*
- *Sport & Recreation - \$70*
- *Sport Leadership - \$30*

## INTRODUCTION:

### **Welcome to the Senior Years of study**

This guide contains all the information you need to have to choose your course for the next year. It outlines all the Year 10 subjects that are offered at Keilor Downs College.

Our Senior Years Curriculum is designed to allow:

- Breadth and depth of study.
- The opportunity to pursue your interests and develop your talents.
- Flexibility in your choice of course.
- To plan a course that allows you to follow your Pathways plan.

### **Flexibility in the Senior Years**

In the Senior Years, according to your pathway choices and your academic ability, you will find yourself able to make many more choices than ever before. Not only can you choose from a wide variety of studies within your year level, but you can also choose to:

- Select a VCE Units 1 & 2 Study while you are in Year 10 (refer to VCE course handbook)
- Choose to take 2 or 3 years to successfully complete your VCE.

*It may be useful to refer to this version of the course selection guide for future reference.*

### **Choosing a Program**

To assist you in choosing the course that will bring you the most enjoyment and success, we have provided you with:

- Detailed descriptions of all courses offered at Year 10.
- Pathways diagrams for each Key Learning Area (KLA) that show you how your choices will help you plan your future directions.
- Pathways Counsellors- you have been allocated a Pathways Counsellor who will assist you in your course decisions. You will meet with your counsellor before the official counselling day to discuss your course.
- Year 9 students – Class time during RAPPs and Humanities to allow you to investigate and reflect on your career direction.

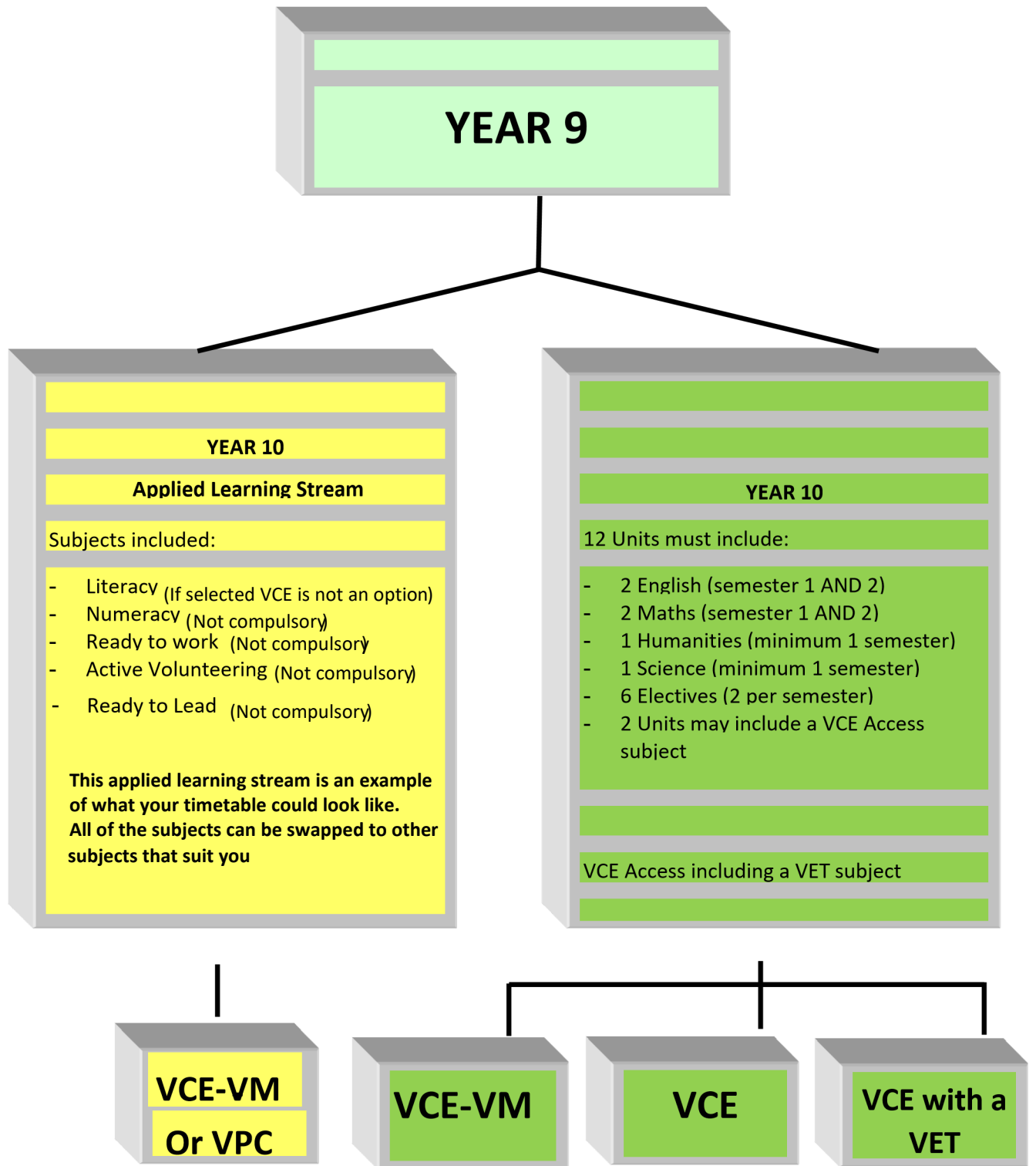
### **Recommendations from staff**

All staff will make recommendations for VCE studies, as well as Year 10 Mathematics, Year 10 Science, Year 10 Advanced English, Year 10 Sports Leadership, Year 10 Advanced PE and Year 10 Languages (Italian or Japanese). You will need to seek advice from your classroom teachers or the Key Learning Area Leader (KLA leader), who will advise you about the best studies for you to undertake.

### **Confirming your course**

After course counselling takes place, your course will be carefully checked. A few students may need to be re-counselled if there are problems with their course. Your course will be confirmed in writing during Term 4.

PATHWAY OPTIONS:



## YEAR 10 CURRICULUM 2025:

- In Year 10, you will study 6 units (or subjects) each semester - 12 units over the year.
- You will study each unit for 5 periods each week.
- Some units are compulsory, while others are optional and include choice.
- In order to have full access to the VCE in 2024, you will have to pass at least 9 out of the 12 units you will attempt.

### There are 6 Compulsory Units:

#### All students will study:

English: for both semesters 1 & 2 (2 units)

Mathematics: for both semesters 1 & 2 (2 units)

Humanities: for a minimum of one semester (1 unit)

Science: for a minimum of one semester (1 unit)

You have some choice within these compulsory units.

Within each area, you can choose between:

| English  | Mathematics  | Humanities   | Science  |
|--|--|--|--|
| You will study this for both semesters.<br><br>2 units | You will study this for both semesters.<br><br>2 units | These units run for 1 semester only.<br><br>1 unit | These units run for 1 semester only.<br><br>1 unit |

|   |  |   |   |
|---|--|---|---|
| English OR EAL<br>Semester 1 AND 2 <b>OR</b><br><br>Advanced English<br>Semester 1 AND 2<br><br><b>OR</b><br><br>Literacy<br>Semester 1 AND 2 | <b>Semester 1:</b> General<br>Maths<br><br><b>Semester 2:</b><br>General Maths<br><b>OR</b><br>Maths Methods<br><br><b>OR</b><br><br>Advanced Mathematics<br>Semester 1 AND 2<br><br><b>OR</b><br><br>Numeracy<br>Semester 1 AND 2 | A minimum of <b>ONE</b> of the<br>following:<br><br>• Introduction to<br>Accounting<br><br>• Introduction to<br>Business<br>Management<br><br>• Introduction to History<br><br>• Introduction to Legal<br>Studies<br><br>• Introduction to<br>Sociology | A minimum of <b>ONE</b> of the<br>following:<br><br>• Forensic and<br>Consumer Science<br><br>• Introduction to Biology<br><br>• Introduction to<br>Chemistry<br><br>• Introduction to Physics<br><br>• Introduction to<br>Psychology |
|---|--|---|---|

## YEAR 10 ELECTIVE UNITS:

**There are 6 Elective Units:** You will need to choose **6 units** to make up your full **12 units over the year**.

You will be able to choose from the following:

| Languages   | Science  | Humanities  | The Arts  | Technology  | PE/Health   | Applied learning  |
|---|--|---|---|---|---|---|
| <b>0 or 2 units</b>   | <b>1-3 units</b>   | <b>1-3 units</b>  | <b>0 – 3 units</b>  | <b>0 – 3 units</b>  | <b>0 – 3 units</b>  | <b>0 – 3 units</b>  |
| You will study this for both Semesters.<br><br>These units run for <b>BOTH</b> semesters. | You can choose one or two of these in addition to the compulsory Science unit.<br><br>These units run For 1 semester only. | You can choose one or two of these in addition to the compulsory Humanities unit.<br><br>These units run for 1 semester only. | You can choose zero, one, two or three of these Units to study as elective units.<br><br>These units run for 1 Semester only. | You can choose zero, one, two or three of these units to study as Elective units.<br><br>These units run for 1 semester only. | You can choose zero, one, two or three of these units to study as Elective units.<br><br>These units run for 1 semester only. | You can choose zero, one, two or three of these units to study as Elective units.<br><br>These units run for 1 semester only. |



|                         |                               |                                     |   |  |   |                   |
|-------------------------|-------------------------------|-------------------------------------|---|--|---|-------------------|
| Italian<br><br>Japanese | Forensic and Consumer Science | Introduction to Accounting          | 2D Art :making meaning  | Introduction to Applied Computing  | Advanced Physical Education                   | Ready to Lead     |
|                         | Introduction to Biology       | Introduction to Business Management | 3d art: creation and construction                                     | Coding   | Advanced Soccer                               | Ready to work     |
|                         | Introduction to Chemistry     | Introduction to History             | VCD: Be an architect  | Food Technology  | Health & Human Development                    | Community connect |
|                         | Introduction To Physics       | Introduction to Legal Studies       | VCD: be a designer  | Café<br>Bakery   | Sports Leadership                             |                   |
|                         | Introduction to Psychology    | Introduction to Sociology           | Dance<br>Drama<br>Media<br>Music<br>Music Industry & Sound Production | Product Design & Technology – For the Home<br><br>Product Design & Technology – For the Community<br><br>Systems Engineering (Electronics and Robotics)<br><br>Systems Basics (Electronics and Robotics)<br><br>Web Design & Development | Sport and Recreation<br><br>Outdoor Education |                   |

## VCE ACCESS:

- VCE ACCESS means studying a VCE subject in Year 10.
- You may be offered the opportunity study a VCE Units 1 & 2 subject while you are in Year 10.
- Most of the units offered are available to you.
- Mathematics and Languages (Italian or Japanese) are not available to you unless you have completed Year 10 for that subject.
- You can choose a VCE Units 1 & 2 sequence as one of your “elective” units, or as an alternative to one of the compulsory Year 10 units. For example, you can choose Units 1 & 2 Biology instead of Year 10 Science, but this will count as 2 out of your 3 possible Science electives.

You will find a complete list of subjects offered in the VCE course selection handbook.

If you are interested, you will need to show:

- Strong organisational skills.
- High levels of motivation, interest and enthusiasm.
- Ability and/or capacity in that study area.

Most of our candidates will come from a select entry list based on overall academic performance. Students will be offered the opportunity to apply and discuss during course counselling.

Final decisions regarding VCE Access will depend upon:

- Recommendations from the House, KLA leaders and Year 9 subject teachers about whether you are likely to succeed in studying a VCE subject in Year 10.
- Available places in the chosen subject.

## SEAL PROGRAM (SELECT ENTRY ACCELERATED LEARNING):

### YEAR 10 COURSE SELECTION AND VCE ACCESS

- Students who are enrolled in the Select Entry Accelerated Learning Program (SEALP) will have a variety of options open to them for their Year 10 course to meet their individual needs.
- Each student's course will be a mixture of Year 10 and VCE units.
- As with all Year 10, students will complete six units per semester, a total of twelve for the year.

### COMPULSORY COURSE OPTIONS:

| Learning Area   | Number Compulsory of Units   | Options  |
|-----------------|------------------------------|--|
| English         | 2                            | <p><b>Option 1:</b><br/>Year 10 Advanced English (Semester 1 &amp; 2)</p> <p><b>Option 2:</b><br/>Year 10 English (Semester 1 &amp; 2)</p>   |
| Maths           | 2                            | <p><b>Option 1:</b><br/>VCE General Mathematics 1&amp;2 (Semester 1 &amp; 2) <b>Option</b></p> <p><b>2:</b><br/>VCE Mathematical Methods 1&amp;2 (Semester 1 &amp; 2) <b>Option</b></p> <p><b>3:</b><br/>Yr. 10 Advanced Maths (Semester 1 &amp; 2) <b>Option</b></p> <p><b>4:</b><br/>Yr. 10 General Maths (Semester 1) and either Yr. 10 General Maths (Semester 2) OR Yr. 10 Maths Methods (Semester 2)</p> |
| Humanities      | 1                            | <p><b>Option 1:</b><br/>1 or more of any of the Year 10 Humanities units offered (Semester 1 OR 2) <b>Option 2:</b><br/>Any VCE Humanities – Choose from: Accounting, Business Management, History, Legal Studies or Sociology (Semester 1 &amp; 2)</p>  |
| Science         | 1                            | <p><b>Option 1:</b><br/>1 or more of any of the Year 10 Science units offered (Semester 1 OR 2) <b>Option 2:</b><br/>Any VCE Science – Choose from: Biology, Chemistry, Physics, Psychology (Semester 1 &amp; 2)</p>   |
| Remaining units | 6 depending on choices above | <p><b>Option 1:</b><br/>Any of the Year Elective units offered (Semester 1 OR 2) <b>Option</b></p> <p><b>2:</b><br/>Any VCE Access subjects (Semester 1 &amp; 2) (See conditions below).</p>   |

## THE FOLLOWING CONDITIONS APPLY FOR VCE SUBJECTS:

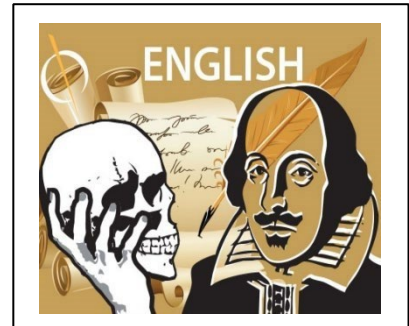
1. The recommended number of VCE Access subjects is one subject. If students wish to complete two VCE Access subjects, their Year 9 subject teachers will be consulted regarding their overall achievement and ability to cope with the demands of 2 VCE subjects. It will also depend on the individual student's strengths and pathway. It should be noted that no less than four Unit 3 / 4 subjects must be completed in the student's Year 12 Year.
2. Individual programs for each accelerated student will be approved by a review panel consisting of Pathways Coordinator, SEALP Coordinator and relevant Year 9 SEALP Teachers.
3. For the Year 10 Advanced English, SEALP students will be subject to the same recommendation and selection process as other Year 9 Students.
4. Students who undertake two VCE Access units will be strongly encouraged to complete their Work Experience either during a holiday break, or after exams at the end of the year, instead of the last week of Term 2. This is to minimise the amount of work being missed. Students completing one VCE subject will do the work experience program in the week allocated to the whole year 10 cohort, which is the last week of second term. This will allow workplace visits to be conducted.
5. Please note that once you accept the place in the VCE/VET subject, you are committed to that subject for the entire year and will be required to sign a contract before you begin, agreeing to the following statement: *"Note: Signing and handing in the form confirms that you are committed to the subject for the entire year. There will be no opportunity for change out of this subject once processed."* Students who undertake a VCE Access subject in Year 10 will therefore be expected to complete both Units 1 and 2 of that subject. **Students will not be permitted to pick up a new Unit 2 subject halfway through the year.**

# ENGLISH OPTIONS

## ADVANCED ENGLISH

### What is it all about?

This English prepares students for the two VCE English options; English and Literature, by giving students an opportunity to learn the skills and concepts required for each form of English. In the first semester, students study the play, Othello, and analyse how authors construct persuasive arguments. In the second semester students will craft a text exploring an idea connected to the framework of Personal Journeys, present a persuasive point of view on an issue and analyse episodes of the television adaptation of The Handmaid's Tale.



### What will I learn?

| Exploring Argument  | Crafting Texts  |
|---|---|
| <ul style="list-style-type: none"> <li>• How to analyse persuasive texts</li> <li>• The connection between argument, persuasive techniques, audience and tone</li> <li>• How to develop and present a persuasive oral presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Creative writing skills and texts structures</li> <li>• Develop an understanding of how authors construct texts for specific purposes</li> <li>• Develop their own ability to make stylistic choices through planning, editing and refining texts in a variety of forms</li> </ul> |
| <b>Reading and Exploring Texts</b>  |   |
| <ul style="list-style-type: none"> <li>• How to analyse written and film texts</li> <li>• Develop their own interpretations of the ideas explored in texts</li> <li>• How a text can be looked at from a variety of perspectives</li> </ul>   |   |

### What types of things will I do?

Analysing a range of texts, including short stories, films, opinion articles and related imagery. There will be class discussions, group work and individual writing tasks.

**Learning tasks may include:** essays, extended responses (both creative and analytical), oral presentations, and an exam.

### What skills will I require to complete this subject?

Reading a variety of text types, writing and presenting in a range of forms, ability to discuss issues from multiple viewpoints, and an ability to develop written structured extended responses

## What can this subject lead to?

Most tertiary courses require a specific minimum result in one of the VCE English subjects.

| POSSIBLE PATHWAYS |                        |
|-------------------|------------------------|
| YEAR 10           | ADVANCED ENGLISH       |
| YEAR 11           | ENGLISH and LITERATURE |
| YEAR 12           | ENGLISH and LITERATURE |

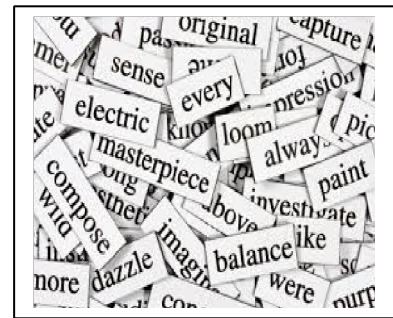
## Why choose this subject?

If you have a keen interest in English or are looking for an extra challenge with expectations that more closely align with VCE Unit 1, this subject may be for you as it deals with texts that are more complex and the class discussion explores advanced ideas. Students with a great interest for Literature should consider Advanced English as it covers more content in these areas and allows you to develop your understanding of the subject before choosing your VCE pathway.

## ENGLISH

### What is it all about?

This English prepares students for the two VCE English options; English and Literature, by giving students an opportunity to learn the skills and concepts required for each form of English. In the first semester, students study the film *Jasper Jones* and analyse how authors construct persuasive arguments. In the second semester, students will craft a text exploring an idea connected to the framework of *Personal Journeys*, present a persuasive point of view on an issue and analyse the graphic novel *Persepolis*.



### What will I learn?

| Exploring Argument  | Crafting Texts  |
|---|---|
| <ul style="list-style-type: none"><li>• How to analyse persuasive texts</li><li>• The connection between argument, persuasive techniques, audience and tone</li><li>• How to develop and present a persuasive oral presentation</li></ul> | <ul style="list-style-type: none"><li>• Creative writing skills and texts structures</li><li>• Develop an understanding of how authors construct texts for specific purposes</li><li>• Develop their own ability to make stylistic choices through planning, editing and refining texts in a variety of forms</li></ul> |
| <b>Reading and Exploring Texts</b>  |   |





|  |   |
|--|---|
| <b>Reading and Exploring Texts</b>   | <b>Listening and Speaking</b>   |
| <ul style="list-style-type: none"> <li>• Develop an understanding of the ideas, film techniques and how the author/director constructed the text</li> <li>• How a text can be looked at from a variety of perspectives</li> </ul>  | <ul style="list-style-type: none"> <li>• Listening and note taking to a variety of text types.</li> <li>• Develop oral comprehension skills.</li> <li>• Develop confidence and skills in public speaking, debating, role-plays and class presentations.</li> <li>• Developing the ability to comprehend a variety of forms and accents</li> </ul> |
| <b>Crafting Texts</b>  | <b>Exploring Argument</b>   |
| <ul style="list-style-type: none"> <li>• Annotating texts to develop an understanding of how they are constructed for specific purposes</li> <li>• Creative writing skills and texts structures</li> <li>• Develop their own ability to make stylistic choices through planning, editing and refining texts in a variety of forms</li> </ul> | <ul style="list-style-type: none"> <li>• How to identify and analyse persuasive texts(written, spoken and visual)</li> <li>• The connection between argument, persuasive techniques, audience and tone</li> <li>• How to develop and present a persuasive oral presentation</li> </ul>  |

### What types of things will I do?

Analysing a range of texts, including short stories, films, opinion articles and related imagery. There will be class discussions, group work and individual writing tasks

**Learning tasks may include:** tests, essays, short and extended responses (both creative and analytical), oral presentations and an exam.

### What skills will I require to complete this subject?

Reading a variety of text types, writing and presenting in a range of written and spoken forms, ability to discuss issues from multiple viewpoints, ability to provide accurate short answer responses and develop written structured extended responses.

### What can this subject lead to?

Most tertiary courses require a specific minimum result in one of the VCE English (EAL) subject. Good communication and analytical skills can help you in many careers and especially in courses.

| POSSIBLE PATHWAY (depending on eligibility) |                                   |
|---|-----------------------------------|
| YEAR 10                                     | ENGLISH AS AN ADDITIONAL LANGUAGE |
| YEAR 11                                     | ENGLISH AS AN ADDITIONAL LANGUAGE |
| YEAR 12                                     | ENGLISH AS AN ADDITIONAL LANGUAGE |

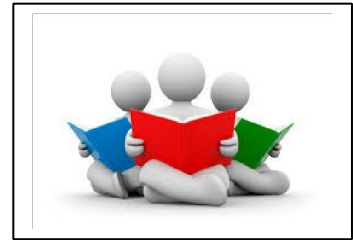
### Why choose this subject?

Although ENGLISH AS AN ADDITIONAL LANGUAGE is a compulsory subject, it is dependent on eligibility.

# LITERACY

## What is it all about?

The purpose of this subject is to strengthen and extend students' confidence in thinking, reading and writing, speaking and listening.



## What will I learn?

|   |   |
|---|---|
| <b>Writing and Reading Folio</b>  | <b>Narrative Analysis – Text Response</b>   |
| <ul style="list-style-type: none"><li>• Read, categorise &amp; plan a response.</li><li>• Proofread and self-correct.</li><li>• Maintain a reading journal.</li></ul> | <ul style="list-style-type: none"><li>• Respond in writing to a variety of texts.</li><li>• Maintain summaries and quotations.</li><li>• Write an imaginary piece.</li></ul>                            |
| <b>Oral Presentation</b>  | <b>Film Elements</b>  |
| <ul style="list-style-type: none"><li>• Study of social issues.</li><li>• Work in groups to create an oral presentation.</li></ul>                                    | <ul style="list-style-type: none"><li>• Read film reviews and categorise elements.</li><li>• Watch and write a film review.</li></ul>   |
| <b>Presentation Skills</b>  | <b>Report Writing</b>   |
| <ul style="list-style-type: none"><li>• Use of technology to present a poster, written report or oral report based on work experience.</li></ul>                      | <ul style="list-style-type: none"><li>• Write a report on disability and diversity in our society.</li><li>• Use elements of writing based on student experience during disability workshops.</li></ul> |

## What types of things will I do?

Learn how to strengthen, improve and develop language skills through thinking, reading and writing, speaking and listening in the areas of social, family, workplace and educational/training contexts.

**Learning tasks may include:** completion of written reports, oral presentations, text responses and film reviews.

## What skills will I require to complete this subject?

The ability to adapt reading, writing, listening and speaking for practical purposes of class discussion, oral and written presentations and self-expression.

## What can this subject lead to?

Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

| POSSIBLE PATHWAY |                 |
|------------------|-----------------|
| YEAR 10          | LITERACY        |
| YEAR 11          | VCE-VM LITERACY |
| YEAR 12          | VCE-VM LITERACY |

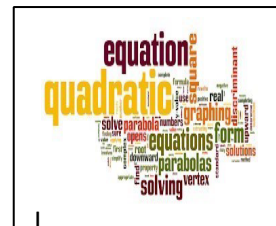
## ENGLISH PATHWAYS

| Option | Year 10   | Year 11   | Year 12  |
|--------|---|---|--|
| 1      | English<br>OR<br>Advanced English               | English 1 & 2   | English 3 & 4  |
| 2      | English<br>OR<br>Advanced English               | Literature 1 & 2  | Literature 3&4 and/or English<br>3 & 4   |
| 3      | English Any<br>OR more of<br>English Literature | combination of 1 or<br>English 1 & 2, Advanced<br>1 & 2 | English 3 & 4<br>AND<br>Literature 3 & 4 OR, just<br>any ONE 3 & 4:<br>English/Literature/ |
| 4      | English OR<br>Literacy                          | VCE -VM<br>Literacy                                     | VCE - VM Literacy  |
| 5      | EAL   | EAL 1 & 2<br>(dependent on eligibility)                 | EAL 3 & 4<br>(dependent on eligibility)  |

# MATHS OPTIONS

## What is it all about?

This subject will prepare students thoroughly for any VCE Mathematics course, in particular Year 11 Mathematical Methods and Specialist Mathematics. The work covered will be from the following areas; Algebra & Number, Measurement & Geometry and Statistics & Probability. Topics will be extended to challenge students and some Year 11 Mathematics content will be integrated into the course.



## What will I learn?

|   |   |
|---|---|
| <p><b>Number &amp; Algebra - Exponential Functions</b></p> <ul style="list-style-type: none"> <li>• Surds and fractional indices including in real context</li> <li>• Applications of exponential growth and decay problems.</li> </ul>   | <p><b>Statistics and Probability –Statistics</b></p> <ul style="list-style-type: none"> <li>• Univariate Data -IQR histograms, boxplots, mean, standard deviation, confidence intervals</li> <li>• Bivariate Data-scatterplots, r correlation and use of regression line to make predictions.</li> </ul>      |
| <p><b>Number &amp; Algebra- Linear functions</b></p> <ul style="list-style-type: none"> <li>• Linear graphs using real life context.</li> <li>• Simultaneous equations, algebraically and graphically.</li> <li>• Parallel, perpendicular lines, midpoints and distance of a line segment.</li> </ul>         | <p><b>Number &amp;Algebra- Expressing Generality</b></p> <ul style="list-style-type: none"> <li>• Expand and factorise quadratic expressions by using a variety of techniques.</li> <li>• Apply to non-routine worded problems</li> </ul>   |
| <p><b>Number &amp;Algebra – Quadratic equations</b></p> <ul style="list-style-type: none"> <li>• Solve quadratic equations</li> <li>• Sketch and describe parabolas</li> <li>• Solve quadratic problems in a real life context</li> <li>• Use the discriminant to find number of solutions</li> </ul>         | <p><b>Measurement and Geometry- Trigonometry</b></p> <ul style="list-style-type: none"> <li>• Pythagoras in 2 and 3 dimensional shapes</li> <li>• Use Sine and Cosine rules to solve for any triangle</li> <li>• Use the unit circle to define trigonometric functions</li> </ul>                             |
| <p><b>Statistics and Probability –Probability</b></p> <ul style="list-style-type: none"> <li>• Solve chance experiments, with and without replacement</li> <li>• Use the Addition rule, conditional probability and independence, including proofs</li> <li>• Use Venn diagrams and Karnaugh maps.</li> </ul> | <p><b>Measurement and Geometry -Geometry</b></p> <ul style="list-style-type: none"> <li>• Proofs involving congruent and similar triangles</li> <li>• Prove and apply angle and chord properties of circles</li> <li>• Find the arc length of circles and area of segments and sectors of a circle</li> </ul> |

## What types of things will I do?

Practicing mathematical skills and demonstrating an understanding of each topic by completing exercises, problem solving activities, worksheets, topic tests and Application tasks. Using the CAS calculator effectively is necessary for all topics.

### Learning tasks may include:

Topic tests, Problem Solving Application Task and Exams with and without Technology.

**What skills will I require to complete this subject? Student need to sit a test early term 4 to apply for this subject.**

**They also need to:** display a strong ability to think logically and reason analytically, grasp mathematical concepts and strategies quickly, with good retention, and to relate mathematical concepts within and across content areas and real-life situations. In particular, they need a more extensive and in-depth knowledge of Algebra.

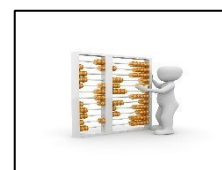
**What can this subject lead to?**

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 10          | ADVANCED MATHEMATICS  |
| YEAR 11          | MATHEMATICAL METHODS 1&2 OR MATHEMATICAL METHODS1&2 & SPECIALIST MATHS 1&2  |
| YEAR 12          | MATHEMATICAL METHODS 3&4 OR MATHEMATICAL METHODS 3&4 & SPECIALIST MATHS 3&4 |

## MATHEMATICS SEMESTER 1

**What is it all about?**

In year, 10 Mathematics students continue to study the compulsory Strands of mathematics according to the Victorian Curriculum. These include Number and Algebra, Statistics and Probability, Measurement and Geometry. This will prepare and enable students to study General Mathematics or Mathematical Methods in Semester 2.



**What will I learn?**

|   |  |
|---|--|
| <b>NUMBER AND ALGEBRA: Linear Equations</b>   | <b>NUMBER AND ALGEBRA: Linear Graphing</b>   |
| <ul style="list-style-type: none"> <li>• Multiplying and dividing algebraic expressions</li> <li>• Adding and subtracting algebraic expressions</li> <li>• Solving Linear Equations</li> <li>• Solving worded Linear Equation problems</li> <li>• Solving inequalities</li> </ul> | <ul style="list-style-type: none"> <li>• Sketching linear Equations with and without the CAS calculator</li> <li>• Finding equations of Linear graphs</li> <li>• Calculating the length and midpoint of a line segment</li> <li>• Identifying perpendicular and parallel lines</li> <li>• Solving simultaneous equations</li> <li>• Solving application questions</li> </ul> |
| <b>STATISTICS: Univariate data and box plots</b>  | <b>MEASUREMENT AND GEOMETRY: Trigonometry and Bearings</b>   |
| <ul style="list-style-type: none"> <li>• Summary Statistics- 5 figure summary</li> <li>• Drawing and comparing box plots</li> <li>• Using CAS calculator for the summary statistics and to draw one or two box plots.</li> </ul>  | <ul style="list-style-type: none"> <li>• Applying trigonometric ratios to find unknown side lengths</li> <li>• Finding unknown angles</li> <li>• Applications in two dimensions using elevation and depression angles</li> <li>• Using bearings in trigonometry</li> </ul>   |

**What types of things will I do?**

Practicing mathematical skills and demonstrating an understanding of each topic by completing exercises and application activities, worksheets, topic tests and Problem Solving tasks.

Being proficient in the use of the CAS calculator is necessary for all topics.

**Learning tasks include:** Topic tests with and without the use of technology, Problem Solving Application Task and the Semester Exam.

**What skills will I require to complete this subject?**

Organisation skills by staying up to date, mathematical reasoning, strong skills in Algebra, effective summarizing and revision.

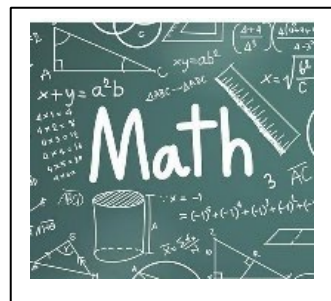
**What can this subject lead to?**

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 10          | SEMESTER 2 NUMERACY, GENERAL MATHEMATICS, MATHEMATICAL METHODS |
| YEAR 11          | GENERAL MATHEMATICS UNIT 1 AND 2                               |
| YEAR 12          | GENERAL MATHEMATICS UNIT 3 AND 4                               |

## GENERAL MATHEMATICS SEMESTER 2

**What is it all about?**

General Mathematics is only available during semester 2. Students that select this subject cannot select Mathematical Methods in year 10. The course focuses on Number, Measurement and Geometry, Statistics and Probability and their applications in everyday personal, study and work situations. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.



**What will I learn?**

|  |  |
|--|--|
| <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>• Comparing data from multiple sources</li> <li>• Plotting and analysing data in scatterplots</li> <li>• Identifying trends and making predictions</li> <li>• Using technology effectively to calculate large amounts of data</li> </ul> | <p><b>MEASUREMENT AND GEOMETRY</b></p> <ul style="list-style-type: none"> <li>• Unit conversion</li> <li>• Finding the volume 3D shapes</li> <li>• Finding the surface area of 3D shapes</li> <li>• Rearranging formulas to find the unknown dimensions of shapes</li> <li>• Applying Pythagoras' Theorem</li> </ul> |
| <p><b>LINEAR PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• Solving inequalities and sketching half planes</li> <li>• Writing equations that represent situations</li> <li>• Applying logic to problems to determine maximum or minimum output with given constraints</li> </ul>           | <p><b>FINANCIAL MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>• Calculating value gained or lost using simple interest formula</li> <li>• Calculating value gained or lost using compound interest formula</li> <li>• Comparing interest using computerised spreadsheets</li> </ul>                     |

### What types of things will I do?

Practice skills and demonstrate understanding of each topic by completing exercises, worksheets, tests and problems solving (application) activities. Be able to proficiently use the CAS calculator in all topics.

**Learning tasks may include:** Topic tests, Problem Solving Application Task and the Semester Exam.

### What skills will I require to complete this subject?

Organisation, keeping up to date, mathematical reasoning, strong skills in algebraic graphing, effective summarising and revision.

### What can this subject lead to?

Possible future pathways can lead to university courses requiring two units of Mathematics at VCE level such as Nursing, Research and Teaching.

| POSSIBLE PATHWAY |                                   |
|------------------|-----------------------------------|
| YEAR 11          | GENERAL MATHEMATICS UNITS 1 AND 2 |
| YEAR 12          | GENERAL MATHEMATICS UNITS 3 AND 4 |

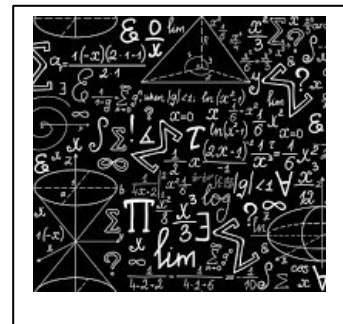
### Why choose this subject?

Choose this subject if you are interested in applying Mathematics to real life situations and pursuing a career that requires at least two units of Mathematics at the VCE level.

## MATHEMATICAL METHODS SEMESTER 2

### What is it all about?

Mathematical methods focuses on applying higher order mathematics skills to complex problems with a high focus on algebra. You will learn to learn to solve, graph and transform quadratic equations, calculate probabilities involving conditions and model scenarios with advanced algebraic expressions. This subject prepares you for all VCE mathematics subjects.



### What will I learn?

| Indices and Surds   | Graphing Quadratics   |
|---|---|
| <ul style="list-style-type: none"><li>• Applying the 5 index laws and the zero power rule.</li><li>• Simplifying surds.</li><li>• Applying index and surd knowledge to the simplification of algebraic expressions</li><li>• Manipulating surds and indices to generate expressions that describe real world problems</li></ul> | <ul style="list-style-type: none"><li>• Sketching quadratics by applying: completing the square and the quadratic formula methods.</li><li>• Modelling real world problems with quadratic equations.</li><li>• Graphing quadratic equations using the CAS calculator.</li></ul> |



| Factorising and Solving Quadratics   | Probability  |
|--|--|
| <ul style="list-style-type: none"> <li>Factorising quadratic expressions by applying: difference of perfect squares, perfect squares, grouping.</li> <li>Solving quadratic equations by applying: the Null factor law and the quadratic formula</li> <li>Using the discriminant to identify the number of solutions a quadratic equation will have.</li> </ul> | <ul style="list-style-type: none"> <li>Calculating conditional probability.</li> <li>Classifying and proving independent events.</li> <li>Constructing two-way tables and Venn diagrams.</li> <li>Constructing tree diagrams.</li> </ul> |

**What types of things will I do?**

- Applying index laws to simplify algebraic expressions
- Factorising quadratics expressions and applying the null factor law to solve for an unknown
- Transforming and graphing quadratic equations on a Cartesian plane
- Calculating probability including conditional probability

**Learning tasks may include:** tests, problem solving tasks and exams both with and without technology

**What skills will I require to complete this subject?**

Proficient algebra skills, consistent work ethic, practiced organisation skills

**What can this subject lead to?**

Civil engineer, mechanical engineer, automotive engineer, applied mathematics

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 10          | MATHEMATICAL METHODS SEMESTER 2                                      |
| YEAR 11          | MATHEMATICAL METHODS UNITS 1 & 2, SPECIALIST MATHEMATICS UNITS 1 & 2 |
| YEAR 12          | MATHEMATICAL METHODS UNITS 3 & 4, SPECIALIST MATHEMATICS UNITS 3 & 4 |

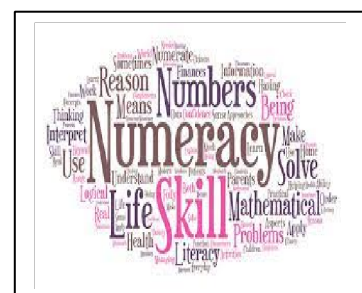
**Why choose this subject?**

Choose this subject if you are interested in engineering, mathematical problem solving or applied mathematics.

## NUMERACY

**What is it all about?**

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.



## What will I learn?

|  |   |
|--|---|
| <b>Number - Money</b>  | <b>Statistics - Data</b>  |
| <ul style="list-style-type: none"><li>• Use of estimation, decimals and percentages.</li><li>• Application to shopping, budgeting, planning for a holiday and buying a home.</li></ul> | <ul style="list-style-type: none"><li>• Represent, analyse and interpret data.</li><li>• Application to every day statistics such as weather.</li></ul>                         |
| <b>Measurement – Design</b>  | <b>Probability - Chance</b>   |
| <ul style="list-style-type: none"><li>• Conversion of units and calculation of perimeter and area.</li><li>• Application to scale drawing and interpretation of house plans.</li></ul> | <ul style="list-style-type: none"><li>• Represent outcomes and calculate experimental probability</li><li>• Application to problem solving such as winning a lottery.</li></ul> |
| <b>Geometry - Location</b>   | <b>Algebra - Time</b>   |
| <ul style="list-style-type: none"><li>• Describe position using coordinate points</li><li>• Application to compass bearings and world maps.</li></ul>                                  | <ul style="list-style-type: none"><li>• Conversion of time, elapsed time.</li><li>• Application to problem solving such as fast and slow clocks.</li></ul>                      |

## What types of things will I do?

Learn the skills in Number & Algebra, Measurement & Geometry and Probability & Statistics in order to apply mathematics to real world situations.

**Learning tasks may include:** completion of work booklets, research projects and analysis tasks.

## What skills will I require to complete this subject?

The ability to adapt the skills learned in mathematics to the real world situations. Efficient use of technology when researching projects and effective summary skills when collecting information and data.

## What can this subject lead to?

Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

| POSSIBLE PATHWAY |             |
|------------------|-------------|
| YEAR 10          | NUMERACY    |
| YEAR 11          | VM NUMERACY |
| YEAR 12          | VM NUMERACY |

## MATHEMATICS PATHWAYS

| Option | Year 10   | Year 11   | Year 12   |
|--------|---|---|---|
| 1      | General Mathematics,<br>Mathematical Methods or<br>Advanced Mathematics | General Mathematics 1&2   | General Mathematics 3&4   |
|        |   |   |   |
| 2      | Mathematical Methods or<br>Advanced Mathematics                         | Mathematical Methods 1&2  | Mathematical Methods 3&4  |
|        |   |   |   |
| 3      | Mathematical Methods or<br>Advanced Mathematics                         | Mathematical Methods<br>1&2<br>&<br>Specialist Mathematics<br>1&2 | Mathematical Methods<br>3&4<br>&<br>Specialist Mathematics<br>3&4 |
|        |   |   |   |
| 4      | General Mathematics   | General Mathematics 1&2   | General Mathematics<br>3&4  |
|        |   |   |   |
| 6      | Numeracy<br>or<br>General Mathematics                                   | VM Numeracy   | VM Numeracy   |
| 7      | Numeracy  | VM Numeracy or<br>No Maths  | VM Numeracy or<br>No Maths  |

**PLEASE NOTE:** These pathways are simply recommendations.

Be aware that enrolment into VCE Maths subjects may be determined by Teacher recommendations that are primarily on performance in Year 9 Maths and the appropriate Year 10 Maths subject.

# HUMANITIES OPTIONS

# INTRODUCTION TO ACCOUNTING



## What is it all about?

In Year 10 Accounting, students explore the principles of accounting and its integral role in the successful operation and management of businesses. Students study the differences in source documents, practice cash entries, understand the two-fold impact of transactions on accounting equation, and learn about different financial reports.

Students will learn how to prepare accounting reports such as Balance Sheets, Cash Journals and Statement of Receipts and Payments. Students will be provided with opportunities to develop an understanding of ethical considerations in relation to business decision-making and develop the capacity to identify, analyse and interpret financial data and accounting information. Throughout this course, students will apply critical thinking skills to a range of business situations.

## What will I learn?

- Understand the principles of Accounting.
- Study the accounting equation and how transactions such as sales and purchases impact on the business.
- Prepare Balance Sheets and enter cash transactions into Journals, transferring information into cash reports.
- Understand ethical considerations in relation to business decision-making.
- Identify, analyse, and interpret financial data and accounting information.

## What types of things will I do?

Students will complete accounting reports, study and research business and economic concepts, play the share market game, and attend an excursion to consider the practical implications of accounting for businesses.

**Learning tasks may include** tests, research tasks, reflections on practical activities and an exam.

**What skills will I require to complete this subject?** Reading, effective summarising and note taking, ability to develop written structured extended responses, using evidence from research, keeping updated with current business and technological issues.

## What can this subject lead to?

Introduction to Accounting may lead students to consider careers in areas such as financial accounting, management accounting, forensic and investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning. Many students have gone onto university to complete a Diploma of Accounting or a Bachelor of Accounting.



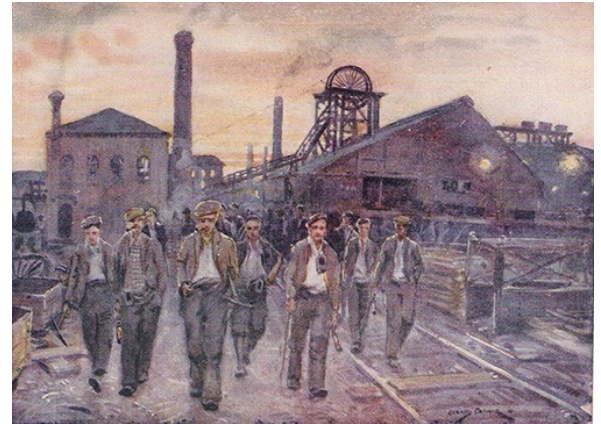
management. Many students have gone onto university to complete a Diploma of Business Management or a Bachelor of Business Management.

| POSSIBLE PATHWAY |                                 |
|------------------|---------------------------------|
| YEAR 11          | BUSINESS MANAGEMENT UNITS 1 & 2 |
| YEAR 12          | BUSINESS MANAGEMENT UNITS 3 & 4 |

## INTRODUCTION TO HISTORY

Introduction to History tells us what we have done and where we have been. It allows students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements.

In Year 10, students will look at the world from WWI to the early 21<sup>st</sup> Century. Students learn how Rights and Freedoms developed in Australia by looking at the Aboriginal Freedom Rides, the 1967 Referendum and Australia’s cultural heritage. Students will also look at migration in Australia and its impact on our society.



### What will I learn?

| Introduction to History   | Australians at War  |
|---|---|
| <ul style="list-style-type: none"> <li>Understand the concept of History and examine why we learn about history and what it can tell us.</li> <li>Interpret the importance of history for future generations.</li> </ul>  | <ul style="list-style-type: none"> <li>Examine the impact of war on Australians since the end of WW1.</li> <li>Analyse the nature of global conflict and its impact on Australia.</li> <li>Examine the significance of WW2 to Australia’s international relationships.</li> </ul> |
| Rights and Freedoms   | Migration Experience  |
| <ul style="list-style-type: none"> <li>Understand Australia’s involvement in the Universal Declaration of Human rights.</li> <li>Examine the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms.</li> <li>Examine methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples.</li> </ul> | <ul style="list-style-type: none"> <li>Analyse post WW2 migration and its impact on Australian society.</li> <li>Examine the perspective of people and their individual migration experience.</li> <li>Examine the significance of global experiences on migration.</li> </ul>    |

### What types of things will I do?

Research global events and issues, analysing images, documentaries, propaganda, class discussions, providing arguments for and against an issue by locating appropriate evidence.

**Learning tasks may include** primary source analysis, historical inquiry, tests, research assignments and an exam.

**What skills will I require to complete this subject?** Reading, effective notetaking and summarising, source analysis skills, use a variety of source materials to analyse examples and support explanations, identify the different perspectives using evidence from research.

### What can this subject lead to?

Introduction to History may lead students to consider careers in areas such as Law, Geography, History, Research, Education and/or Archaeology.

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 11          | MODERN HISTORY, SOCIOLOGY UNITS 1 & 2      |
| YEAR 12          | HISTORY REVOLUTIONS, SOCIOLOGY UNITS 3 & 4 |

### Why choose this subject?

Choose this subject if you are interested in learning about the past and understanding how we fit into the past through who we are, where we came from and what our story is.

## INTRODUCTION TO LEGAL STUDIES

Introduction to Legal Studies begins to explore the institutions and principles that are essential to the Australian legal system. Students will investigate the role of political parties and independent representatives and learn how government is formed through elections and how policy is shaped and developed.

Students study key features of the Australian system of government as compared to one other government and analyse methods of influencing change in the law. Students investigate how the Australian Constitution affects the lives and human rights of Australians and consider the roles and responsibilities of Australian courts, with a particular focus on the High Court. Students discuss and consider ways of sustaining a resilient democracy and cohesive society.





## What will I learn?

| GOVERNMENT AND DEMOCRACY   |   |
|--|---|
| <ul style="list-style-type: none"> <li>Investigate how governments are formed in parliament and the role of the Prime Minister and the Parliament in policymaking.</li> <li>Discuss the development of government policy such as health, education, and disability.</li> </ul> | <ul style="list-style-type: none"> <li>Categorise the key features of Australia's system of government.</li> <li>Inquire into and compare the values associated with another system of government, with those of the Australian government.</li> </ul>  |
| LAWS AND CITIZENS  | CITIZENSHIP, DIVERSITY & IDENTITY   |
| <ul style="list-style-type: none"> <li>Examine how Australia's international legal obligations shape Australian law and government policies.</li> <li>Describe the key features of Australia's court system.</li> </ul>  | <ul style="list-style-type: none"> <li>Explore the concept of 'cohesive society' and consider threats to Australian democracy.</li> <li>Investigate processes by which individuals and groups resolve differences in Australian communities, for example negotiation, mediation, and reconciliation.</li> </ul> |

**What types of things will I do?** Research investigations, discussions on contemporary issues and cases, analyse case studies, video clips, readings, evaluating the strengths and weaknesses of methods, institutions, and structures.

**Learning tasks may include** short response test, case study report and an exam.

**What skills will I require to complete this subject?** Reading, effective notetaking and summarising, use of contemporary examples to support arguments and a variety of source materials to analyse examples.

**What can this subject lead to?** Introduction to Legal Studies may lead students to consider careers in areas such as Youth, Community and/or Social Work, Careers with Police or Law Enforcement agencies, careers in Legal Aid and Representation. Many students who study Legal Studies go on to do further education in one or more of the following fields: Arts, Social Sciences, Criminal Justice, or Law.

| POSSIBLE PATHWAY |                                      |
|------------------|--------------------------------------|
| YEAR 11          | LEGAL STUDIES, SOCIOLOGY UNITS 1 & 2 |
| YEAR 12          | LEGAL STUDIES, SOCIOLOGY UNITS 3 & 4 |

**Why choose this subject?** If you are interested in learning about the rights and responsibilities of people, the governing powers which shape the society we live in and enjoy relating your studies to real-life scenarios.

# INTRODUCTION TO SOCIOLOGY

Sociology explores the way that society has changed over time. In Year 10, students examine pop culture such as music, film, sport, television and fashion, and the way that they have impacted and shaped today's Australian society. How have these songs, television shows and trends influenced youth and the way young people think and behave?



Students also learn about the concept of social change and examine how different groups in society come together to try and create a shift in peoples' thoughts and behaviours when it comes to protecting the environment, animals, and other humans. How can a protest song change the way people think?

## What will I learn?

|   |   |
|---|---|
| <p><b>Introduction to Sociology</b></p>   | <p><b>Popular Culture</b></p>   |
| <ul style="list-style-type: none"> <li>• Understanding the concept of Sociology.</li> <li>• Examining how research is conducted in sociology in order to identify patterns and trends.</li> <li>• Explaining the importance of using a sociological imagination in order to think about issues from multiple points of view.</li> </ul> | <ul style="list-style-type: none"> <li>• Examining a range of factors that have shaped Australian culture since WWII.</li> <li>• Analysing the way that music, film, television and sport have contributed to the way that Australians think and behave.</li> <li>• Evaluating the influence of Australian music and film on the stereotypes held about Australians.</li> </ul> |
| <p><b>Culture and Ethnicity</b></p>   | <p><b>The Environment Movement</b></p>  |
| <ul style="list-style-type: none"> <li>• Understanding the difference between culture, ethnicity, race and nationality.</li> <li>• Identifying examples of culture that represents different ethnic groups.</li> <li>• Evaluating the importance of celebrating multiculturalism and diversity in Australian society.</li> </ul>        | <ul style="list-style-type: none"> <li>• Understanding the purpose of social movements and their use of power to achieve their aims of protecting the environment.</li> <li>• Analysing the influence of protest songs on being able to create change in society.</li> <li>• Investigating the government's contribution to protecting our environment.</li> </ul>              |

## What types of things will I do?

Research investigations and interviews, analysing articles, images, documentaries, songs, tables and graphs, class discussions, providing arguments for and against an issue by locating appropriate evidence.

**Learning tasks may include** short answer response tests, representation analysis, research reports, extended responses and an exam.

## What skills will I require to complete this subject?

Reading, effective summarising and note taking, ability to discuss issues from multiple viewpoints, ability to develop written structured extended responses, using evidence from research and interviews.

## What can this subject lead to?

Introduction to Sociology may lead students to consider careers in areas such as Youth, Community and/or Social Work, Careers with Police or Law Enforcement agencies, careers in Legal Aid and Representation. Many students who study Legal Studies go on to do further education in one or more of the following fields: Arts, Social Sciences, Criminal Justice or Law.

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 11          | SOCIOLOGY, LEGAL STUDIES, HISTORY UNITS 1 & 2 |
| YEAR 12          | SOCIOLOGY, LEGAL STUDIES, HISTORY UNITS 3 & 4 |

**Why choose this subject?** Choose this subject if you are interested in learning about how to explore issues from multiple points of view and understanding how Australian society has changed and evolved over time.

HUMANITIES PATHWAYS

| Option | Year 10                             | Year 11   | Year 12   |
|--------|-------------------------------------|---|---|
| 1      | Introduction to Accounting          | Accounting<br>1 & 2                                 | Accounting<br>3 & 4                                 |
|        |                                     |   |   |
| 2      | Introduction to Business Management | Business Management<br>1 & 2                        | Business Management<br>3 & 4                        |
|        |                                     |   |   |
| 4      | Introduction to History             | Modern History<br>1 & 2                             | History Revolutions<br>3 & 4                        |
|        |                                     |   |   |
| 6      | Introduction to Legal Studies       | Legal Studies<br>1 & 2 and/or Sociology<br>1 & 2    | Legal Studies<br>3 & 4 and/or<br>Sociology<br>3 & 4 |
| 7      | Introduction to Sociology           | Sociology<br>1 & 2 and/or<br>Legal Studies<br>1 & 2 | Sociology<br>3 & 4 and/or<br>Legal Studies<br>3 & 4 |

**PLEASE NOTE:**

These pathways are simply recommendations.

# SCIENCE OPTIONS

# FORENSIC AND CONSUMER SCIENCE

## What is it all about?

**Forensic Science** is the application of scientific knowledge, including the examination and presentation of scientific evidence to solve crimes. It involves collecting and analysing evidence such as fingerprints, blood groupings, genetic fingerprint, tracks and forgery as well as exploring criminology.

**Consumer Science** is the scientific process we use to analyse emulsions and emulsifiers. It involves making and testing everyday items such as soap, moisturizer, and body lotion and hair cream.

This science subject is a practical, hands on, interest-based, intended for students who may not wish to continue with science in VCE. Students should have an interest in developing lab skills.



## What will I learn?

| UNIT 1 Forensic Science  | UNIT 2 Consumer Science  |
|--|--|
| <ul style="list-style-type: none"> <li>• What Forensic Science is</li> <li>• Contact trace evidence</li> <li>• How Forensic Science is used in the law courts to convict criminals.</li> </ul> | <ul style="list-style-type: none"> <li>• What Consumer Science is</li> <li>• The action of emulsions and emulsifiers</li> <li>• The chemistry behind soaps and detergents</li> </ul> |

## What types of things will I do?

Practical experiments, view videos on real Australian crimes, worksheets, analysis of crimes

**Learning Tasks may include:** Worksheets, test, multimedia poster presentation, semester exam.

## What skills will I require to complete this subject?

Safe practices during practical experiments – lab skills

Analysis of crimes

## What can this subject lead to? Forensic

Science, Criminology

| POSSIBLE PATHWAY |     |
|------------------|-----|
| YEAR 11          | NIL |
| YEAR 12          | NIL |

## Why choose this subject?

Choose this subject if you are interested in a pathway associated with Forensic Science and criminology. University courses are available in Forensic Science. Consumer Science provides the foundations in understanding emulsions and emulsifiers and in doing this subject you will learn about the chemistry behind cosmetics and some foods.

# INTRODUCTION TO BIOLOGY

## What is it all about?

The rich diversity of ecosystems enables students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors, and how these factors influence the kinds of organisms that live there. Students consider how species are affected by changes in environmental conditions, and make links to structural, physiological and behaviour adaptations. Students will make links to the adaptations to genetic makeup. Modelling Darwin’s theory of survival of the fittest to predict the future of species survival using gene pools and genetic drift. Focus is climate change and human impact on ecosystems.



## What will I learn?

| Ecosystems   | Global Systems  |
|--|---|
| <ul style="list-style-type: none"> <li>Ecosystems, community, habitat, niche</li> <li>Energy flow, pyramids, biotic and abiotic factors</li> <li>(Relationships of organisms e.g., competition, predator prey, commensalism, ammensalism etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>C, N, &amp; P cycles (P debate on)</li> <li>Human impact on these cycles, global climate change</li> </ul>   |
| Adaptations  | Genetics  |
| <ul style="list-style-type: none"> <li>Concepts of adaptations for survival overview (all three examples) structure, physiological, behavioural.</li> <li>Relate adaptations of organisms to their abilities to survive environmental conditions.</li> <li>Introduce surface area to volume ratio concept to survival.</li> <li>Links to adaptations to climate change allow time to adapt to change.</li> </ul> | <ul style="list-style-type: none"> <li>Population changes concepts gene pool and gene flow bottle neck evolution.</li> <li>Darwin’s theory of natural selection</li> <li>Introduce concepts of patterns of inheritance.</li> <li>Link to the patterns of inheritance to gene pool, gene flow concepts.</li> <li>Link to the patterns of inheritance to gene pool, gene flow concepts.</li> <li>Evolutionary pathway from the past to predict the future.</li> </ul> |

## What types of things will I do?

You will look at scenarios, practical experiments and analysis of current human impact on ecosystems.

**Learning tasks may include:** Test, practical report, research assignment, poster presentation, and exam.

## What skills will I require to complete this subject?

Effective summarizing and note taking, data analysis, scientific comprehension and writing scientific reports.

## What can this subject lead to?

POSSIBLE PATHWAY

|         |         |
|---------|---------|
| YEAR 11 | BIOLOGY |
| YEAR 12 | BIOLOGY |

**Why choose this subject?** Choose this subject if you are interested in what will happen to the environment with climate change.

## INTRODUCTION TO CHEMISTRY

### What is it all about?

Intro to Chemistry explores the chemical properties of substances, investigates a range of chemical reactions and uses analytical techniques to identify unknowns. Students learn about the basic properties of an atom before developing an understanding of chemical reactions and compounds. Students apply this understanding to real world scenarios such as acid-base reactions, combustion reactions and the use of esters in foods and fragrance. Students will conduct a range of real-world analytical techniques and further develop their inquiry skills with an extended practical investigation.



### What will I learn?

|   |   |
|---|---|
| <b>Atomic Structure and the Periodic Table</b>  | <b>Chemical Reactions and Ionic Bonding</b>   |
| <ul style="list-style-type: none"> <li>Describe the structure of the atom and how to read the periodic table (a chemist's best friend)</li> <li>Use flame testing and spectroscopy to produce bright and vivid colours to identify unknown chemicals and learn more about the complex electron arrangement of atoms.</li> </ul>         | <ul style="list-style-type: none"> <li>Describe the ionic bonding model.</li> <li>Investigate a range of chemical reactions including precipitation reactions, neutralization reactions and reactions of organic compounds.</li> <li>Read and write chemical formulas and equations.</li> <li>Balance chemical equations.</li> </ul>  |
| <b>Analytical Chemistry</b>   | <b>Covalent Bonding and Organic Chemistry</b>   |
| <ul style="list-style-type: none"> <li>Use semi quantitative and qualitative analytical techniques to identify unknown chemicals and quantify reactions.</li> <li>Use acid-based titrations to determine how much base is needed to neutralize an acid.</li> <li>Use chromatography to identify the components of a mixture.</li> </ul> | <ul style="list-style-type: none"> <li>Describe the covalent bonding model.</li> <li>Discuss the reliance of modern society on the combustion of hydrocarbons to fuel our lifestyle.</li> <li>Describe the structures of organic molecules such as intoxicating alcohols, sour carboxylic acids and sweet-smelling esters.</li> </ul> |

### What types of things will I do?

Lessons include hands on experiments, practical activities, investigations, online simulations and interactives, videos, making model molecules and demonstrations.

**Learning tasks may include:** Practical reports, an extended practical investigation, analysis of stimulus material, topic tests and an end of semester exam. **What skills will I require to complete this subject?** Effective literacy skills of summarizing/notetaking, ability to analyse and evaluate data and methods to draw evidence-based conclusions and an ability to comply with safety and ethical guidelines.



### What can this subject lead to?

Chemistry can lead to careers in chemical engineering, analytical chemistry, research scientist, biomedicine, environmental science, forensic scientist, pharmaceuticals and a range of science-based university courses.

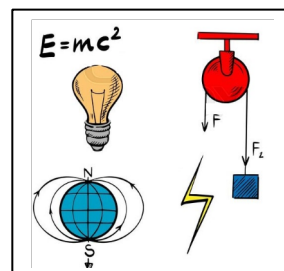
| POSSIBLE PATHWAY |                         |
|------------------|-------------------------|
| YEAR 11          | CHEMISTRY UNITS 1 AND 2 |
| YEAR 12          | CHEMISTRY UNITS 3 AND 4 |

**Why choose this subject?** Choose this subject if you are interested in learning more about the properties of chemicals and how we use their properties in our day-to-day lives and the science behind climate change. Chemistry also connects other sciences incorporating aspects of biology, physics, geology and environmental science.

## INTRODUCTION TO PHYSICS

### What is it all about?

Physics seeks to understand and explain the physical world. Physics is about understanding the nature of forces and motion, and matter and energy. Students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.



### What will I learn?

|   |   |
|---|---|
| <b>Electricity and Magnetism</b>  | <b>Mechanics</b>  |
| <ul style="list-style-type: none"><li>• The behaviour of magnets between metal and nonmetals</li><li>• How magnets create electricity and electricity causes magnetism.</li><li>• How to set up and understand basic electrical circuits with various devices</li></ul> | <ul style="list-style-type: none"><li>• Analysing uniform and non-uniform motion graphically and algebraically.</li><li>• Calculating the acceleration, velocity and displacement of objects in motion</li><li>• Understanding of forces such as gravity and how it can affect an object.</li></ul> |
| <b>Work and Energy</b>  | <b>Quantities in Physics</b>  |
| <ul style="list-style-type: none"><li>• Investigate energy transfers and transformations.</li><li>• Calculate the energy of objects in various scenarios.</li><li>• Investigate renewable and non-renewable energy sources.</li></ul>                                   | <ul style="list-style-type: none"><li>• Understand numerical accuracy and precision in scientific research.</li><li>• Understanding reliability and validity in scientific research.</li><li>• Correctly express very large and very small numbers.</li></ul>                                       |

### What types of things will I do?

Calculate physical quantities of objects in various scenarios, practically experiment with the use of scientific instruments under controlled conditions, analyse collected data to confirm scientific theories.

**Learning tasks may include:** Test, practical report, research assignment, poster presentation, and exam.

### What skills will I require to complete this subject?

Proficient mathematical skills (particularly algebra, graphical analysis), effective summarizing and notetaking, data analysis, scientific comprehension.

### What can this subject lead to?

Possible future pathways can lead to university courses or careers in the industry of aviation, engineering, radiology, electrical, architecture, automotive, construction, acoustics, astronomy, pure scientific research, education.

| POSSIBLE PATHWAY |                         |
|------------------|-------------------------|
| YEAR 10          | INTRODUCTION TO PHYSICS |
| YEAR 11          | PHYSICS                 |
| YEAR 12          | PHYSICS                 |

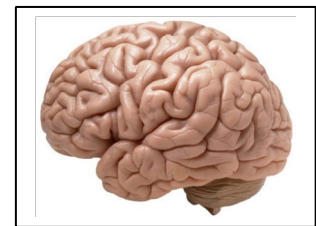
### Why choose this subject?

Choose this subject if you are interested in how the universe works and why things are the way they are.

## INTRODUCTION TO PSYCHOLOGY

### What is it all about?

Introduction to Psychology introduces students to the study of mental processes and behaviours. Students explore how the nervous system functions and responds to external changes. They study the research methods used in investigating psychological aspects including ethics, relationships between variables and constructing evidence-based arguments to explain how people behave and think. Students will be introduced to what the study of Psychology involves, how the nervous system receives, processes and responds to the environment, how mental health and mental illness affect the individual and atypical behaviour.



### What will I learn?

| Introduction to Psychology  | Research Methods   |
|---|--|
| <ul style="list-style-type: none"><li>• Understand the concept of Psychology.</li><li>• Different areas of psychology.</li><li>• Differences between psychologists and psychiatrists.</li></ul> | <ul style="list-style-type: none"><li>• Examining how research is conducted in Psychology in order to come to conclusions.</li><li>• Ethics in Psychological research.</li></ul> |

| Nervous System   | Mental Health and Illness   |
|--|---|
| <ul style="list-style-type: none"> <li>• Understand the electrochemical functioning of the neuron.</li> <li>• Explore the divisions of the nervous system and their individual functions.</li> <li>• Investigate the structure and function of the brain.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore influencing factors around mental health and mental illness.</li> <li>• Investigate atypical behaviour including the role that forensic psychology plays in understanding criminal behaviour.</li> </ul> |

**What types of things will I do?**

Research investigations, analyse case studies, collect and interpret data, providing arguments for and against issues, applying scientific concepts to new scenarios.

**Learning tasks may include:** tests, research reports, case studies, oral presentations and an exam.

**What skills will I require to complete this subject?**

Reading, organisation, effective notetaking and ability to summarise key concepts, ability to apply theoretical concepts to concrete scenarios, able to interpret data and consider multiple viewpoints.

**What can this subject lead to?**

Careers in psychology, social work, research/statistics, law, education, human resources.

| POSSIBLE PATHWAY |                            |
|------------------|----------------------------|
| YEAR 10          | INTRODUCTION TO PSYCHOLOGY |
| YEAR 11          | PSYCHOLOGY, BIOLOGY        |
| YEAR 12          | PSYCHOLOGY, BIOLOGY        |

**Why choose this subject?**

Choose this subject if you are interested in how and why people behave in the ways that they do, from biological, psychological and socio-cultural viewpoints.

## SCIENCE PATHWAYS

| Option | Year 10                       | Year 11          | Year 12          |
|--------|-------------------------------|------------------|------------------|
| 1      | Forensic and Consumer Science | No VCE Science   | No VCE Science   |
|        |                               |                  |                  |
| 2      | Introduction to Biology       | Biology 1 & 2    | Biology 3 & 4    |
|        |                               |                  |                  |
| 3      | Introduction to Chemistry     | Chemistry 1 & 2  | Chemistry 3 & 4  |
|        |                               |                  |                  |
| 4      | Introduction to Physics       | Physics 1 & 2    | Physics 3 & 4    |
|        |                               |                  |                  |
| 6      | Introduction to Psychology    | Psychology 1 & 2 | Psychology 3 & 4 |

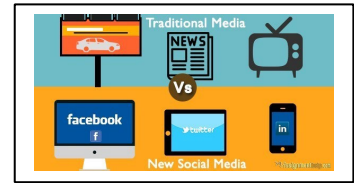
**PLEASE NOTE:** These pathways are simply recommendations

# ARTS OPTIONS

# MEDIA

## What is it all about?

Students will be involved in a variety of Media activities focusing mainly on four key areas: the Media landscape, print/online media, photography and film narrative. They will learn the design process in print/online media, advance photographic concepts and put together a digital photography folio using digital technologies. Students will also be introduced to advanced film narrative analysis of at least one studied film text.



## What will I learn?

|   |  |
|---|--|
| <b>Media in Society</b> (3 week unit)   | <b>Zines and/or Blogs</b> (4 week unit)  |
| <ul style="list-style-type: none"> <li>• What is the Media?</li> <li>• Media forms &amp; technologies</li> <li>• Role of the Media in society</li> <li>• Future directions of the Media.</li> </ul>         | <ul style="list-style-type: none"> <li>• Conceptualising an Idea</li> <li>• Developing Style, Form, Layout, Design</li> <li>• Produce the zine/blog.</li> </ul>                          |
| <b>Film studies</b> (4 week unit)   | <b>Photography</b> (6 week unit)   |
| <ul style="list-style-type: none"> <li>• What is Narrative?</li> <li>• Conventions e.g. Story elements • Codes e.g. Production elements</li> <li>• Analyse key scenes in studied film narrative.</li> </ul> | <ul style="list-style-type: none"> <li>• Composition rules</li> <li>• Design elements</li> <li>• Functions of a Digital SLR Camera</li> <li>• Group &amp; Individual Practice</li> </ul> |

## What types of things will I do?

Taking photos, watching movies and creating a media product, discuss and write analytically, work independently working on a Photography folio and work collaboratively in production teams, reading blogs/magazines, watching movies and TV and taking photos with purpose.

**Learning tasks may include:** Media Communications Test, Zine and/or Blog (media product), Photo Analysis (Test), Photography folio (media product), Scene Analysis (Test), End of Semester Exam

## What skills will I require to complete this subject?

Organising and planning, applying critical thinking skills, develop intermediate camera (DSLR) skills to produce original photographs, use appropriate computer applications to gather research, document and present media products, curate a series of original photographs to present as a Photography Folio, maintain an organised Media workbook and OneNote (ClassNotebook) for records of notes and learning activities completed in class/homework.

## What can this subject lead to?

Marketing, public relations, journalism/media production, advertising, business, visual arts, design, and education.

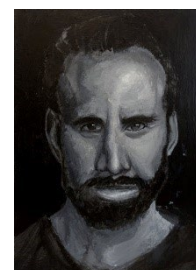
| POSSIBLE PATHWAY |       |
|------------------|-------|
| YEAR 10          | MEDIA |
| YEAR 11          | MEDIA |
| YEAR 12          | MEDIA |

### Why choose this subject?

Studying Year 10 Media allows you to have the best school has to offer: a bit of fun and a lot of critical thinking and writing skills about the way the Media works! The variety of practical and written work will be an excellent foundation for students interested in further studies related to Media.

## 2D- ART- Making and Meaning

Students who elect to work in Two Dimensional Art will experience an exciting range of activities using a variety of drawing, painting and mixed media techniques, which may include pencil, pastel, oil paint, computer applications in Art. These will be applied to a range of subject matter, including landscape, still life, portraiture and other selfdirected themes. They will be encouraged to develop their skills and creativity by producing their own artworks and broaden their knowledge of the subject through becoming familiar with the life and works of famous artists.



### What will I learn?

| Explore and Express Ideas  | Present and Perform  |
|--|--|
| <ul style="list-style-type: none"> <li>Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works.</li> <li>Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.</li> </ul> | <ul style="list-style-type: none"> <li>Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.</li> </ul>  |
| Visual Arts Practices  | Respond and Interpret  |
| <ul style="list-style-type: none"> <li>Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes.</li> <li>Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.</li> </ul>   | <ul style="list-style-type: none"> <li>Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how audiences view them.</li> <li>Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints.</li> </ul> |

### What types of things will I do?

Working creatively to develop original images and ideas through research and documentation through a design process and production of original and individual artworks.

### Learning tasks may include:

Research selected artists, collect visual material and inspirations as a basis for the development of artwork concepts that explore the design element and principles of art, materials and techniques through to the completion of a final art-works based on drawing, painting, printmaking, photography, collage and digital productions. Undertake research on selected artists and complete a series of short written exercises and an exam.

### What skills will I require to complete this subject?

A positive attitude towards learning, organizational skills and a passion for art making. Skills in basic drawing and painting techniques would be beneficial. Researching famous artists, reading and analysing artworks. Being able to articulate your thinking in written and visual forms.

### What can this subject lead to?

Fine Arts, Visual Communication and Design, Fashion and Design, Visual Merchandising, Illustration.

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 11          | ART MAKING AND EXHIBITING 1-2, VISUAL COMMUNICATION AND DESIGN UNITS 1-2       |
| YEAR 12          | ART MAKING AND EXHIBITING UNITS 3-4, VISUAL COMMUNICATION AND DESIGN UNITS 3-4 |

### Why choose this subject?

Choose this subject if you genuinely enjoy creating artworks as a means for self-expression and enjoyment and or wish to continue studying Art at a higher level.

## 3D- ART- Creation and Construction

Students who elect to 3D Art will experience an exciting range of activities using a variety of ceramics, assemblage and modelling techniques with a range of 3D construction materials. These will be applied to a range of subject matter that includes more recognisable representation of objects to more personal expressions. Students will be encouraged to develop their skills and creativity by producing their own artworks and broaden their knowledge of the subject through becoming familiar with the life and works of famous artists.



### What will I learn?

| Explore and Express Ideas   | Present and Perform   |
|---|---|
| <ul style="list-style-type: none"><li>Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works.</li><li>Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.</li></ul> | <ul style="list-style-type: none"><li>Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.</li></ul> |



| Visual Arts Practices  | Respond and Interpret  |
|--|--|
| <ul style="list-style-type: none"> <li>• Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes.</li> <li>• Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how audiences view them.</li> <li>• Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints.</li> </ul> |

**What types of things will I do?**

This will be a brand new course with new tasks that build on a range of methods. More hand building of clay and application of surface decoration will be included. Further use of other sculptural materials will also be a part of the art making process. Visual Arts will require investigation and discussion of art and artists in this subject as a curriculum requirement.

**Learning tasks may include:**

Art planning documentation in visual diary combined with artwork production. Analysis and art ethics discussion tasks. An end of semester exam.

**What skills will I require to complete this subject?**

A positive attitude towards learning, organizational skills and a passion for art making. Skills in basic drawing and painting techniques would be beneficial. Researching famous artists, reading and analysing artworks.

**What can this subject lead to?**

Fine Arts (especially ceramics and sculpture-based courses), Visual Communication and Design, Fashion and Design, Visual Merchandising, education.

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 11          | ART MAKING AND EXHIBITING UNITS 1-2, VISUAL COMMUNICATION AND DESIGN UNITS 1-2 |
| YEAR 12          | ART MAKING AND EXHIBITING UNITS 3-4, VISUAL COMMUNICATION AND DESIGN UNITS 3-4 |

**Why choose this subject?**

Choose this subject if you genuinely enjoy creating artworks as a means for self-expression and enjoyment and or wish to continue studying Art at a higher level.

## VCD Be a Designer

By the end of Year 10, students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information. Throughout the course, students will explore a range of drawing and designing conventions. Industrial design (objects and products, prototyping), and communication design (hand drawn and digital illustration/posters/logo branding) will be explored both practically and analytically.



### What will I learn?

|   |  |
|---|--|
| Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience | Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief   |
| Generate, develop and refine visual communication presentations in response to a brief  | Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts                       |
| Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design  | Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts. |

### What types of things will I do?

Manual and digital drawing skills with Adobe Creative Suite, graphic design with image and type, industrial design with technical drawing and rendering, Product prototypes, writing about designers and designs, analysing aesthetics, discussing ethics and human impacts of design.

**Learning Tasks may include:** folio design sketching and annotations for planning, technical drawing, presenting final designs to meet the needs of a brief, Shorter-term drawing and production tasks, written analysis exercises and testing. Final exam.

### What skills will I require to complete this subject?

Creative design thinking, creative and technical drawing skills, computer skills, research, analysis and evaluation and written annotation skills, critical reflection and evaluations skills

### What can this subject lead to?

Graphic and communication design, brand designer, interior designer, architectural designer, digital media design, animation design, gaming design, design, innovation and technology, Industrial, furniture and product design, visual merchandising, photography, fashion, illustration, fine art.

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 11          | VCE VISUAL COMMUNICATION DESIGN/MEDIA/ART MAKING AND EXHIBITING |

### Why choose this subject?

Choose this subject if you are interested in improving your drawing skills, explore your creative side, and want to explore using a design process to develop basic design ideas to final digitally and manually rendered designs for a range of purposes. Choose this subject if you like art and design and like looking at how it impacts today's busy and visually dominated society, as well as how historical art and design has influenced how we live and view the world around us.

## VCD: BE AN ARCHITECT

By the end of Year 10, students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information. Throughout the course students will explore a range of architectural drawings and designers, as well as produce their own plans and 3D digital renders and models



### What will I learn?

|   |  |
|---|--|
| Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience | Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief   |
| Generate, develop and refine visual communication presentations in response to a brief  | Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts                       |
| Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design  | Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts. |

### What types of things will I do?

Manual and digital drawing skills with Adobe Creative Suite and Sketch Up. How to produce landscaping, floorplans, elevations, dimensions manually and digitally. Explore sustainable design and real life evaluation of design examples and how they can be rebooted.

**Learning Tasks may include:** folio design sketching and annotations for planning, technical drawing, presenting final designs to meet the needs of a brief, Shorter-term drawing and production tasks, written analysis exercises and testing. Final exam.

### What skills will I require to complete this subject?

Creative design thinking, creative and technical drawing skills, computer skills, research, analysis and evaluation and written annotation skills, critical reflection and evaluations skills

### What can this subject lead to?

Exhibition and event space design, interior designer, architectural designer, digital media design, animation design, gaming design, design, innovation and technology, digital and manual modelling, drafting, building and construction fields.

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 11          | VCE VISUAL COMMUNICATION DESIGN/MEDIA/ART MAKING AND EXHIBITING |
| YEAR 12          | VCE VISUAL COMMUNICATION DESIGN/MEDIA/ART MAKING AND EXHIBITING |

### Why choose this subject?

Choose this subject if you are interested in improving your drawing skills, explore your creative side, and want to explore using a design process to develop basic design ideas to final digitally and manually rendered designs for a range of purposes. Choose this subject if you like art, design, and like looking at how it influences today's busy and visually dominated society, this course also complement a lot of the skills and thinking in PDT courses.

## DANCE

### What is it all about?

Dance is an expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. They explore a variety of dance styles, developing their own technique, choreographic and performance skills. In Year 10, students further develop their vocabulary and ability to analyse and respond to dance. This vocabulary is used more sophisticatedly in VCE.



### What will I learn?

| Safe Dance and Anatomy  | Learnt Dance and technique   |
|---|--|
| <ul style="list-style-type: none"><li>• The components of a safe dance warm-up and cool down.</li><li>• Dance anatomy - Muscular and skeletal system.</li><li>• Nutrition for a healthy body and mind.</li><li>• Applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and other.</li></ul> | <ul style="list-style-type: none"><li>• Practicing techniques are used to perform increasingly complex dances of different genres and styles.</li><li>• Refining technical skills in response to selfreflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation.</li></ul> |
| Choreography  | Evaluating and Responding to Dance   |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Improvise to find new movement possibilities and explore personal style</li> <li>• Manipulate combinations of the elements of dance and choreographic devices to communicate your choreographic intention.</li> <li>• Structure dances using movement motifs, choreographic devices and form.</li> <li>• Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent.</li> </ul> | <ul style="list-style-type: none"> <li>• Responding to your own and others dance work through evaluation and constructive feedback.</li> <li>• Examination of dance elements, actions and choreographic devices.</li> <li>• Viewing and analysing a professional theatrical performance</li> <li>• Explore and compare various cultural and social dances.</li> <li>• Understand learning area vocabulary.</li> </ul> |
|---|---|

**What types of things will I do?**

Dance warm-ups, cool downs, dance technique classes, dance choreography workshops, a learnt dance, choreograph your own dance, view and analyse dance, dance excursion to see a professional dance company, research, deliver presentations, read and compose your own writing, questions and answers, power point, journal entries, extended response and exam.

**Learning tasks may include:** research reports, question/answers, journal entries, class performance, learnt dance, choreography, extended responses and an exam.

**What skills will I require to complete this subject?**

Reading, effective summarizing and note taking, communication, teamwork, ability to work effectively with class members and independently, ability to improvise dance and problem solve, initiative, planning and organization, self management, being open to new ideas, readiness to perform, written ability to structure extended responses, research and ICT presentation skills.

**What can this subject lead to?**

Actor, dancer, musical theatre performer, therapist, choreographer, stage manager, arts administration, physiotherapist, massage therapist, naturopath, dietician, chiropractor, fitness instructor, lighting/sound designer, costume designer, dance teacher, yoga instructor, Pilates instructor, higher education lecturer, dance agent.

| POSSIBLE PATHWAY |              |
|------------------|--------------|
| YEAR 11          | DANCE, DRAMA |
| YEAR 12          | DANCE, DRAMA |

**Why choose this subject?** Choose this subject if you are interested in learning about dance artists/choreographers, dance technique, anatomy, improvisation and choreography, performance and performance making.

**DRAMA**

**What is it all about?**

Year 10 Drama strengthens students' understanding of the processes used to create, perform, analyse and respond to drama. They are provided with a variety of experiences to develop their skills and knowledge, whilst specifically examining the question of 'What is naturalistic and non-naturalistic theatre?'



### What will I learn?

|   |   |
|---|---|
| <b>Improvisation –Spontaneity, character and narrative building</b>   | <b>Naturalism and Australian Theatre</b>  |
| <ul style="list-style-type: none"> <li>• Understanding the rules of Improvisation.</li> <li>• Building practical skills in being spontaneous, creating characters and the narrative of a scene/s.</li> <li>• Developing teamwork – the ability to work with various members of the class.</li> <li>• Analysis of how the dramatic elements effect performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Examining Naturalism as a theatre style.</li> <li>• Analysing and practically using Constantine Stanislavski’s Method and Laban effort actions to develop performance skills.</li> <li>• Investigating and identifying the role of Indigenous and Australian theatre from the past through to today.</li> <li>• Application of stagecraft elements.</li> </ul> |
| <b>Non-naturalism and ensemble</b>  | <b>Evaluating and Responding to Drama</b>   |
| <ul style="list-style-type: none"> <li>• Understanding theatre practitioners and their social, cultural and historical context.</li> <li>• Identifying and practically exploring non-naturalistic theatrical conventions</li> <li>• Ability to work as a member of an ensemble to create a non-naturalistic performance, applying the play-making process.</li> </ul>     | <ul style="list-style-type: none"> <li>• Responding to own and others dramatic work through evaluation and constructive feedback.</li> <li>• Examination of stagecraft elements.</li> <li>• Viewing and analysing a professional theatrical performance.</li> </ul>   |

### What types of things will I do?

Research, analysing performance, creation of scenes, characters and plays/s, script analysis, application of acting methods, performance, use of stagecraft, costume, makeup, set, props, lighting and sound.

**Learning tasks may include:** research reports, question/answers, journal entries, class performance, improvisation, extended responses and an exam.

### What skills will I require to complete this subject?

Reading, effective summarising and note taking, communication, teamwork, ability to work effectively with class members and independently, ability to devise scenes and problem solve, initiative, planning and organization, self-management, being open to new ideas, readiness to perform, written ability to structure extended responses, research and ICT presentation skills.

### What can this subject lead to?

Actor, dancer, musical theatre performer, music or drama therapist, theatre director, screen/play writer, stage manager, arts administration, lighting/sound designer, costume designer, makeup artist, set/prop designer, broadcasting presenter, teacher, higher education lecturer, acting agent, film maker, producer.

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 11          | DRAMA, ENGLISH, HISTORY, SOCIOLOGY, PSYCHOLOGY |
| YEAR 12          | DRAMA, ENGLISH, HISTORY, SOCIOLOGY, PSYCHOLOGY |

### Why choose this subject?

Choose this subject if you are interested in learning about the history of theatre, performance and performance making.

## MUSIC PERFORMANCE

### What is it all about?

The focus in music is performance on an instrument (Solo & Group). There will be a strong focus on rehearsal and performance in ensembles, ICT composition, song writing and music language. In order to further develop playing skills and song writing skills, you will learn music theory, aural training, and analysis of recording from a range of genres. This subject is a foundation to VCE Music Performance in Year 11.



### What will I learn?

| Performance   | Composition – Performance   |
|---|---|
| <ul style="list-style-type: none"><li>• Select repertoire.</li><li>• Develop rehearsal skills.</li><li>• Perform as a group and/or soloist.</li></ul>                     | <ul style="list-style-type: none"><li>• Study different genres of music and compose music within the style to perform as a group.</li></ul>   |
| Composition – ICT   | Aural/Theory/Listening  |
| <ul style="list-style-type: none"><li>• Study of different genres of music and the theory behind it to create a computer-based composition in that style.</li></ul>       | <ul style="list-style-type: none"><li>• Further, develop skills in the theory and aural recognition of intervals, rhythm, scales, chords and melodies.</li><li>• Develop listening and responding skills to analyse range of genres of music.</li></ul> |
| Research  |   |
| <ul style="list-style-type: none"><li>• The study of a style of music, its history and the socio-cultural influences, which contributed to creating that style.</li></ul> |   |

### What types of things will I do?

Selecting pieces of music to rehearse and perform as a member of a group and a soloist. Composing music using ICT and performing in a live setting. Developing aural, theory and listening analysis skills. Researching different styles of music.

**Learning tasks may include:** Performance, ICT composition, song writing, research and a music language, aural, analysis exam.

### What skills will I require to complete this subject?

An ability to play an instrument, ability to work in teams, computer skills, ability to listen and analyse.

### What can this subject lead to?

Musician, performer, sound production, engineering, composition, song writing, teaching. Arts/Music/Education/Sound/Multimedia University courses.

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 10          | MUSIC PERFORMANCE, MUSIC INDUSTRY AND SOUND PRODUCTION |
| YEAR 11          | VCE MUSIC PERFORMANCE, VET MUSIC INDUSTRY              |
| YEAR 12          | VCE MUSIC PERFORMANCE, VET MUSIC INDUSTRY              |

### Why choose this subject?

Choose this subject if you are interested in performing music, developing composition and aural/theory skills.

## MUSIC INDUSTRY & SOUND PRODUCTION

### What is it all about?

Music Industry & Sound Production is a highly practical and creative, hands-on journey that dives deep into digital music making, recording and live sound production. In Year 10, students will jump straight into electronic music creation, make beats, understand synthesis and sampling, and learn how to sequence music. We will look at the amazing world of film music, and we will create our own film score and sound effects to a short film. We will plan, setup, promote and operate a series of student concerts at lunchtime. In addition, we will record in the brand new KDC Recording Studio!



### What will I learn?

|  |  |
|--|--|
| <p><b>Electronic Music Production</b></p> <ul style="list-style-type: none"> <li>• Understanding your Digital Audio Workstation.</li> <li>• Understanding sampling and synthesis.</li> <li>• Mixing recorded audio.</li> <li>• Basic mixing techniques.</li> <li>• Understanding basic electronic music compositional techniques, including automation.</li> </ul> | <p><b>Film Music and Audio</b></p> <ul style="list-style-type: none"> <li>• Understanding basic film music composition techniques.</li> <li>• Understanding the role of music and sound in film.</li> <li>• How to record effective Foley.</li> <li>• How to add sounds to a silent score.</li> </ul>  |
| <p><b>Live Sound Production</b></p> <ul style="list-style-type: none"> <li>• Production skills and techniques, including setting up microphones, speakers, mixing desks, cable management.</li> <li>• Mixing live audio.</li> <li>• Preparing for a performance. (Pre-Production)</li> <li>• Basic Music Promotion techniques.</li> </ul>                          | <p><b>Studio Performance, Recording &amp; Mixing</b></p> <ul style="list-style-type: none"> <li>• How microphones work.</li> <li>• Microphone choice and placement.</li> <li>• Working with performers.</li> <li>• Mixing recorded audio.</li> <li>• Preparing for a recording. (Pre-Production)</li> <li>• Basic mixing techniques, including audio effects.</li> </ul> |



**What types of things will I do?**

Edit pre-recorded music, computer generated composition, record musical performances in both live and studio environments, plan and run live events, operation and maintenance of audio equipment, understanding the music industry.

**Learning Tasks may include:** running live music events, creating electronic music, composing film music and creating Foley, recording musicians in a studio, performing music in a studio.

**What skills will I require to complete this subject?**

Planning and preparation in a team environment, interest in music and audio production, desire to learn about audio equipment and music creation, interest in being part of concerts and performances.

**What can this subject lead to?**

Sound and Music based University and TAFE courses, Live/studio sound engineering, musician, music technician, composer, songwriter, film scoring, location sound (TV, radio and film audio,) multimedia, event management, live theatre technician, AV technician, forensic audio (police force), acoustic engineer, DJ, Music Producer/Beat maker, Community music projects.

| POSSIBLE PATHWAY |                                     |
|------------------|-------------------------------------|
| YEAR 10          | MUSIC INDUSTRY AND SOUND PRODUCTION |
| YEAR 11          | VET MUSIC (SOUND PRODUCTION)        |
| YEAR 12          | VET MUSIC (SOUND PRODUCTION)        |

**Why choose this subject?** If you are interested in live sound, recording, music, the entertainment industry, event management and multimedia.

# HEALTH & PE OPTIONS

## ADVANCED PHYSICAL EDUCATION

### What is it all about?

Advanced Physical Education is about “HOW” the body used its systems (muscular, skeletal, cardiorespiratory, energy) to produce movement during exercise. Using laboratory activities to link the content to practice you will experience specific movements using the principles of training and training methods. Through this experience, it will help you to understand the movements and how they occur. This subject is directly linked to content in all units of VCE Physical Education.

### What will I learn?

|   |   |
|---|---|
| <b>Muscular-Skeletal System</b> <ul style="list-style-type: none"> <li>Examining the structure and functions of the skeletal and muscular systems.</li> <li>Acute effects of training on these systems</li> <li>How to improve these systems through training?</li> </ul> | <b>Cardio-respiratory system</b> <ul style="list-style-type: none"> <li>Examining the structure and functions of cardiovascular and respiratory systems.</li> <li>Acute effects of training on these systems</li> <li>How to improve these systems through training?</li> </ul>   |
| <b>Energy Systems</b> <ul style="list-style-type: none"> <li>Understanding the 3 energy systems and how they produce energy for movement</li> </ul>   | <b>Principles of Training &amp; Fitness Components</b> <ul style="list-style-type: none"> <li>Understanding the FITT principle plus Specificity and Overload, and how to implement them to a training program</li> <li>Defining the Fitness Components and linking them to a sporting example and fitness test</li> </ul> |
| <b>Training Methods</b> <ul style="list-style-type: none"> <li>Understanding and participating in the 5 Training Methods</li> </ul>   | <b>Sports Nutrition</b> <ul style="list-style-type: none"> <li>How does nutrition fuel the body for exercise?</li> <li>The importance of hydration</li> <li>Healthy Living Pyramid</li> </ul>   |
| <b>Australian Physical Activity &amp; Sedentary Behaviour Guidelines</b> <ul style="list-style-type: none"> <li>What is the purpose of the APASBG?</li> <li>Do you meet the APASBG?</li> <li>Implementing the APASBG to school students</li> </ul>                        | <b>Biomechanics</b> <ul style="list-style-type: none"> <li>Understanding Biomechanical principles in sport such as: force, motion, projectile motion, momentum and angle of release.</li> <li>Researching biomechanical changes to sporting equipment.</li> </ul>   |

### What types of things will I do?

Studying content, which will be directly linked to the 11 laboratory activities students will participate in. Attend excursions, which further students’ knowledge of the content.

**Learning tasks may include:** Laboratory Reports, SAC 1 – Body Systems, SAC 2 – Training Program (Methods and Principles), SAC 3 – Sports Nutrition, NPASBG, Biomechanics, End of Semester Exam

### What skills will I require to complete this subject?

Reading, effective summarizing and note-taking, collaborative and independent research, data analysis, recording laboratory results, linking content to practical experiences.

### What can this subject lead to?

Physiotherapy, Osteopathy, Chiropractor, Sport Science, PE teaching, Biomechanics.

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 10          | ADVANCED PE  |
| YEAR 11          | PHYSICAL EDUCATION, CERTIFICATE III SPORT & RECREATION (VET) |
| YEAR 12          | PHYSICAL EDUCATION, CERTIFICATE III SPORT & RECREATION (VET) |

## ADVANCED SOCCER

### What is it all about?

In Year 10 Advanced Soccer, we will explore the finer details of the world game from both a player's perspective and a coaching perspective. Students will complete practical and theoretical work using sourced data as well as real time data taken with GPS and aerial footage to develop a broader understanding of the game, both tactically and technically



### What will I learn?

|   |  |
|---|--|
| <b>The impact of soccer in the world</b> <ul style="list-style-type: none"><li>• Understanding the global nature of soccer in the modern world</li><li>• Understanding the current and future state of soccer in Australia</li><li>• Discuss the changes in the game that have impacted Australia</li></ul>   | <b>Effective coaching</b> <ul style="list-style-type: none"><li>• Examining different coaching styles and the strengths and weaknesses of each</li><li>• Investigate current and past coaches, their methodology and philosophy</li><li>• Develop and facilitate engaging sessions for primary school students in the development phase (ages 5-11)</li></ul>          |
| <b>Data analysis</b> <ul style="list-style-type: none"><li>• Analyse the differences between small sided games and 11v11 soccer in development</li><li>• Collect and interpret data to support learning and understanding of youth development</li><li>• Evaluate training session design and also design your own session to develop year 10 students using small sided games as a basis</li></ul> | <b>Methods of training</b> <ul style="list-style-type: none"><li>• Investigate the differences between isolated and holistic training in soccer</li><li>• Design, facilitate and film sessions using students in the class as participants</li><li>• Analyse data through visual footage and feedback from players to ascertain success or areas to improve.</li></ul> |

### What types of things will I do?

Analyse soccer training and matches, class discussion, collaborative and independent research tasks, group presentations, complete Aldi Miniroos coaching qualification.

**Learning tasks may include:** structured question SAC, research reports, data analysis, oral presentation and participation in coaching and practical sessions

### What skills will I require to complete this subject?

High level of aerobic power (fitness), technically developed in striking the ball, 1v1, running with the ball and first touch, Reading, effective summarizing and note-taking, collaborative and independent research, data analysis

### What can this subject lead to?

Coaching, PE teaching, exercise science, data analysis

| POSSIBLE PATHWAY |                          |
|------------------|--------------------------|
| YEAR 10          | ADVANCED SOCCER          |
| YEAR 11          | SPORT AND RECREATION VET |
| YEAR 12          | SPORT AND RECREATION VET |

### Why choose this subject?

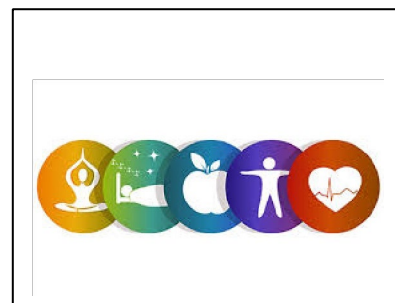
Choose this subject if you are interested in learning about soccer in deeper detail to help improve your game and open up avenues for coaching pathways.

## HEALTH & HUMAN DEVELOPMENT

### What is it all about?

In Year 10 Health & Human Development, students will examine the concepts of 'health and wellbeing', exploring the five dimensions of health and wellbeing. Students will analyse how healthy Australian is as a nation, and compare the health of Australian's to others around the world.

Students will also explore the qualities that contribute to positive relationships, and will research the impact that risk-taking behaviours and mental illness have on the health and wellbeing of Australia's Youth.



### What will I learn?

| The Dimensions of Health and Wellbeing  | Health Status   |
|---|---|
| <ul style="list-style-type: none"><li>Understanding the 5 Dimensions of Health and Wellbeing and how they contribute to optimal health.</li><li>Understanding the dynamic nature of health and the interrelationships between the dimensions of health and wellbeing.</li></ul> | <ul style="list-style-type: none"><li>Examining the Health Status of Australia as a nation.</li><li>Investigate differences in Health Status between population groups within Australia</li><li>Investigate the differences in Health Status between Australian and countries around the world.</li></ul> |
| Risk-Taking Behaviours  | Sustainable Development Goals (SDG's)   |

- Examine the most common risk-taking behaviours of Australia’s Youth.
- Evaluate programs and campaigns that have been implemented to reduce the impact of risk-taking behaviours within Australia

- Examining the SDG’s with an emphasis on SDG 3 (Good Health and Wellbeing)
- Investigating the purpose of the SDG’s and the organization responsible.
- Rationale and objectives of the SDG’s
- Researching HIV and Malaria

**What types of things will I do?**

Analyse health data, class discussion, collaborative and independent research tasks, group presentations, analyse relationships in popular culture.

**Learning tasks may include:** structured question SAC, research reports, data analysis, oral presentation and an exam.

**What skills will I require to complete this subject?**

Reading, effective summarizing and note-taking, collaborative and independent research, data analysis

**What can this subject lead to?**

Allied health services, nursing, midwifery, aged care, occupational health and safety officer, teaching, national health data collection.

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 10          | HEALTH AND HUMAN DEVELOPMENT   |
| YEAR 11          | HEALTH AND HUMAN DEVELOPMENT, CERTIFICATE III IN HEALTH SERVICES (VET) |
| YEAR 12          | HEALTH AND HUMAN DEVELOPMENT, CERTIFICATE III IN HEALTH SERVICES (VET) |

**Why choose this subject?** Choose this subject if you are interested in learning about health and the factors that can promote the health of individuals and nations.

## OUTDOOR EDUCATION

Please note the cost of all outdoor experiences will be between \$300 - \$350 for the semester.

**What is it all about?**

In Year 10 Outdoor Education, the focus is on developing a connection to a variety of outdoor environments and gaining knowledge and appreciation of the Australian environment. Students will have the opportunity to engage in a variety of outdoor recreation activities and explore alternatives to increasing physical activity levels. These activities will develop skills, knowledge and behaviours that promote safe and sustainable interactions with outdoor environments and the wider community.

**What will I learn?**

| Risk Management   | Beach Safety   |
|---|--|
| <ul style="list-style-type: none"> <li>• Understanding of the types of risk</li> <li>• Examine the risk management process and how this applies to different activities</li> <li>• Evaluate different outdoor activities apply knowledge of the risk management process.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding of rip currents including types, characteristics and how they form</li> <li>• Explore rip current avoidance and survival principles</li> <li>• Investigate different aspects of the weather report and how they impact beach safety.</li> </ul> |

| First Aid  | Bike Education   |
|--|--|
| <ul style="list-style-type: none"> <li>Understand the action plan for first aid situations (DRSABCD)</li> <li>Apply knowledge of first aid to scenario based activities including CPR and how to place a patient in the recovery position</li> <li>Examine how to manage and apply first aid to soft tissue injuries.</li> </ul> | <ul style="list-style-type: none"> <li>Develop basic riding skills and build skills required for riding safely in traffic</li> <li>Understanding of road rules and how they apply to cyclists</li> <li>Apply knowledge of safety and road rules to real on-road traffic situations.</li> </ul> |
| Orienteering   |  |
| <ul style="list-style-type: none"> <li>Investigate different types of orienteering</li> <li>Apply knowledge of map navigation to a variety of orienteering courses</li> </ul>  |  |

### What types of things will I do?

Students will be involved in a range of outdoor activities including: Bike riding, Orienteering, Surfing, White-water Kayaking, Trees Adventures (high ropes and zip lines) and indoor rock climbing.

**Learning tasks may include:** Structured question sacs (beach safety & first aid), risk management investigation task, journal reflection (outdoor experiences) and an end of semester exam.

### What skills will I require to complete this subject?

Reading, effective summarising and note-taking, collaborative and independent research, respect, leadership, resilience and the ability to work cooperatively with others.

**What can this subject lead to?** Environmental Studies, Outdoor Program Coordinator, Agricultural Studies

| POSSIBLE PATHWAY |                                  |
|------------------|----------------------------------|
| YEAR 10          | OUTDOOR EDUCATION                |
| YEAR 11          | NO PATHWAY FOR VCE OR VET AT KDC |
| YEAR 12          | NO PATHWAY FOR VCE OR VET AT KDC |

**Why choose this subject?** Choose this subject if you are interested in learning in an outdoor environment, developing new skills and want to challenge yourself during different activities. Also, ensure you are prepared to be involved in all outdoor experiences listed above.

## SPORTS LEADERSHIP

### What is it all about?

In Year 10 Sports Leadership, students will examine what it means to be good coach and how to cater to a variety of learners. Students will learn about the fundamental and sports specific skills involved in a range of sports and the relationships of the development of these at an early age. Students will have the opportunity to work collaboratively with their peers, to develop, plan and teach lessons to year 7 & primary aged students. They will be required to complete formal observations of their peers and provide constructive feedback, which students will have to act on to modify and improve future lessons. Students will complete two online courses with the Australian Institute of Sport, which will see them get an accreditation in Coaching and Officiating. Students will also



participate in the running of school and community-sporting events such as KDC swimming carnival, KDC athletics carnival, the KDC cross country & an interschool sport team of their choice.

### What will I learn?

| Fundamental Movements Skills   | Effective Coaching Practices  |
|--|---|
| <ul style="list-style-type: none"> <li>Evaluate skills as fundamental and sports specific</li> <li>Analyse the relationship between FMS in early adolescents and participation in adult hood</li> <li>Understand the principles associated with teaching and assessing FMS</li> <li>Create engaging and goal specific lesson plans</li> <li>Practical application of FMS knowledge to year 7 &amp; primary school students.</li> </ul> | <ul style="list-style-type: none"> <li>Understanding different coaching styles.</li> <li>Understand different skill classification &amp; practice strategies &amp; apply them to the stage of learning of the students.</li> <li>Apply feedback to peers and junior students.</li> <li>Implement coaching lessons to year 7 &amp; primary school students.</li> <li>Evaluate own coaching practices against theoretical principles of coaching and learning.</li> </ul> |
| General Coaching and Officiating Principles  | Evaluation of involvement of School & Sporting events   |
| <ul style="list-style-type: none"> <li>Complete Australian Institute of Sport general coaching and officiating principles</li> <li>Evaluate scenario based problems in a coaching and officiating setting.</li> <li>Develop own coaching philosophy and mission statement</li> <li>Receive nationally recognised accreditation and certificate.</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the requirements of school &amp; sporting events.</li> <li>Contribute to individual roles and responsibilities prior to and on the day of the event.</li> <li>Evaluate their own role in the success of an event.</li> <li>Reflect on how they used leadership skills during an event.</li> </ul>   |

### What types of things will I do?

Analyse data, class discussion, collaborative and independent research tasks, group presentations, online modules, peer coaching, running sporting events, participation in practical lessons.

**Learning tasks may include:** structured question SAC, Log Books and reflections, lesson plan development, practical observations, online modules and an exam.

### What skills will I require to complete this subject?

Reading, effective summarizing and note-taking, collaborative and independent research and planning, oral presenting, communication and leadership skills

### What can this subject lead to?

Sport and recreation industry, youth engagement, PE teacher, personal training, sports coaching, sports administration.

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 11          | VCE PHYSICAL EDUCATION, CERTIFICATE III IN SPORT AND RECREATION (VET) |
| YEAR 12          | VCE PHYSICAL EDUCATION, CERTIFICATE III IN SPORT AND RECREATION (VET) |

### Why choose this subject?

Choose this subject if you are interested in developing your skills as a sports leader and positively influencing community sports participation.



## SPORT AND RECREATION

### What is it all about?

In Year 10 Sport and Recreation, students will investigate the Physical Activity and Sedentary Behaviour guidelines and how being active can contribute to a healthy lifestyle. Students will explore the Principles of training such as the FITT principle as well as training methods and how to incorporate these into a training program. Students will be able to explore basic first aid procedures and how to utilise these in an emergency situation. Students get the opportunity to participate in various sport and recreational activities.



### What will I learn?

|  |   |
|--|---|
| <b>Promoting Health and Physical Activity</b>  | <b>Body Systems</b>   |
| <ul style="list-style-type: none"> <li>Promoting physical activity in the community.</li> <li>Physical Activity and Sedentary Behaviour Guidelines.</li> <li>Explore Healthy vs Unhealthy lifestyles.</li> <li>Food groups and the Healthy Eating Pyramid</li> </ul> | <ul style="list-style-type: none"> <li>Investigating the functions of the Muscular and Skeletal systems.</li> <li>Identifying where each of these are found on the body.</li> </ul> |
| <b>Fitness</b>   | <b>First Aid</b>  |
| <ul style="list-style-type: none"> <li>Using the training principles such as FITT and overload to create a training program.</li> <li>Experiment with the five training methods and how they target different fitness components.</li> </ul>                         | <ul style="list-style-type: none"> <li>DRSABCD and how to work through each step in an emergency situation.</li> <li>RICER.</li> <li>CPR/Compressions/breathing.</li> </ul>         |

### What types of things will I do?

Individual research activities, class discussion, group presentations, participate in a variety of sport and recreational activities.

**Learning tasks may include:** Written SAC, group presentation, participation in practical activities and exam.

### What skills will I require to complete this subject?

Reading, collaborative and independent learning and a willingness to have a go.

### What can this subject lead to?

Fitness Instructor, Personal Trainer, Activity Operations Officer

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 10          | SPORT AND RECREATION                        |
| YEAR 11          | CERTIFICATE III IN VET SPORT AND RECREATION |
| YEAR 12          | CERTIFICATE III IN VET SPORT AND RECREATION |

**Why choose this subject?**

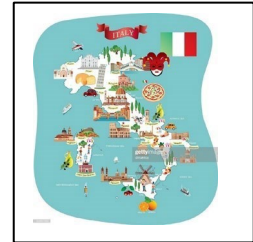
Choose this subject if you are interested in learning about basic fitness & lifestyle principles, and enjoy physical activity in an engaging but non-competitive environment. Please note that the Sport and Recreation is not tailored to VCE Physical Education, students wishing to study VCE Physical Education should select the Advanced Physical Education subject at Year 10.

# LANGUAGES OPTIONS

## ITALIAN

### What is it all about?

In the Year 10 Italian course, you will have an exciting range of experiences and make new, like-minded friends. You will communicate with other students and teachers in Italian. You will read and listen to different texts and build your comprehension skills. You will improve and mature your writing skills by writing letters, emails and other texts. You will practice your speaking skills through sharing details about your family, history, hobbies, travel and leisure activities, future aspirations and technology. You will also learn about the customs and lifestyle of people in Italy.



### What will I learn?

- to read and understand Italian texts
- to view and interpret Italian films
- to listen to and understand Italian songs
- to apply the different grammar points learned
- to know when to use which verb tense and in which context
- to exchange information, ideas and experiences
- to maintain a verbal exchange
- to write in various text types
- to understand the importance of intonation and stress on words
- to self-correct when speaking and writing, from English to Italian
- to understand important cultural features of Italy
- to use up to date modern language as well as colloquial terms and phrases

### What types of things will I do?

Conversation practice, reading and listening comprehension activities, collaborative group work activities, play language games, complete translations, view Italian films and television programs, listen to Italian music, listen to genuine texts and speakers, improve writing capacity and discuss cultural similarities and differences between Italy and Australia.

### Learning tasks may include:

Reading and responding tasks, oral tasks (interviews, presentations, conversations), writing tasks (diary entries, letters, reports, emails, newspaper articles etc.), listening and responding tasks, viewing tasks.

### What skills will I require to complete this subject?

You will need to be able to design, interpret and analyse a range of texts and experiences, develop strategies for self-correction by referencing your developing understanding of grammar and context and communication of thoughts and opinions both orally and in written form, be able to compare, describe and convey experiences to others, work independently and as part of a team.

### What can this subject lead to?

Bachelor of Arts with a range of majors including history, art, politics, language etc., Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration roles, Fashion design.

| POSSIBLE PATHWAYS |                 |
|-------------------|-----------------|
| YEAR 10           | YEAR 10 ITALIAN |
| YEAR 11           | YEAR 11 ITALIAN |
| YEAR 12           | YEAR 12 ITALIAN |

### Why choose this subject?

Choose this subject if you are interested in: Travel, learning about and building empathy and understanding about other languages and cultures, learning specifically about Italian culture e.g., Music, art, architecture, design, fashion, cuisine, sport or if you're interested in teaching Italian and communicating with Italian friends and relatives or planning to work and live in Italy.

## JAPANESE

### What is it all about?

As a part of the year 10 Japanese course, you will experience an exciting and challenging variety of language activities. You will learn about school and study in Japan. You will learn about shopping, daily routine, family and clothing. In addition, you will practice reading and writing in Japanese using 100 kanji as prescribed in the VCE Study Design. You will learn Japanese through fun games and interactive activities.



### What will I learn?

- to read and understand Japanese texts,
- to view and interpret Japanese films/anime,
- to listen to and understand Japanese songs,
- to apply the different grammar points learned,
- to know when to use which tense and in which context,
- to exchange information, ideas and experiences,
- to justify your position, seek clarification,
- to maintain a verbal exchange,
- to write in various text types,
- to understand the importance of intonation and stress on words,
- to self-correct when speaking and writing, to translate from Japanese to English and from English to Japanese,
- to understand important cultural features of Japan,
- to order food in a restaurant,
- to use Japanese to travel.

### What types of things will I do?

Cloze activities, reading and comprehension activities, group activities, language games both online and in class, translations, viewing Japanese films, cartoons and television programs, listening to Japanese music, listening activities, writing tasks.

### Learning tasks may include:

Reading and responding tasks, Oral presentations, writing tasks (diary entries, letters, reports, emails, newspaper articles etc.), Listening and responding tasks

### What skills will I require to complete this subject?

Design, interpret and analyse a range of texts and experiences, develop strategies for self-correction by referencing your developing understanding of grammar and context, communication of thoughts and

opinions both orally and in written form, be able to compare, describe and convey experiences to others, work independently and as part of a team.

**What can this subject lead to?**

Bachelor of Arts, Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration roles, Fashion design

| POSSIBLE PATHWAYS |                  |
|-------------------|------------------|
| YEAR 10           | YEAR 10 JAPANESE |
| YEAR 11           | YEAR 11 JAPANESE |
| YEAR 12           | YEAR 12 JAPANESE |

**Why choose this subject?**

Choose this subject if you are interested in: Travel, learning about other languages and cultures, learning about Japanese culture e.g., Anime, Manga, food etc., planning to work in Japan, teaching Japanese, music, art, architecture, design, fashion, cuisines.

# TECHNOLOGY OPTIONS

# FOOD TECHNOLOGY

## What is it all about?

This subject is a great option if you wish to study Food Studies in VCE. Become an informed food consumer. In Food Studies, you will think critically when exploring issues related to the food industry. You will examine packaging and labelling of foods, marketing techniques used to sell foods and food trends such as 'superfoods'. You will also consider ethical and sustainability issues relating to food production and the impact of food and nutrition on the health of individuals. Each week you will complete food productions and will develop skills in food preparation and presentation using a wide variety of foods and equipment. You will also learn to plan and prepare healthy meals.



## What will I learn?

|   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Nutrition and how to prepare nutritious meals.</li><li>• Skills and techniques in food preparation.</li><li>• Food labelling and packaging.</li></ul> | <ul style="list-style-type: none"><li>• Ethics and sustainability in food production.</li><li>• Food trends.</li><li>• Properties and functions of ingredients.</li></ul> |
|---|---|

## What types of things will I do?

Cook and present a variety of dishes, research and conduct experiments with ingredients, explore packaging and labelling.

**Learning tasks may include:** practical reports, food experiments, research and design tasks, and exam.

## What skills will I require to complete this subject?

Food preparation skills and a willingness to research and think critically.

## What can this subject lead to?

Careers and further studies related to the food and/or health industries such as working for a food company, nutritionist, food stylist, product tester, food scientist, dietitian,

| POSSIBLE PATHWAY |                 |
|------------------|-----------------|
| YEAR 10          | FOOD TECHNOLOGY |
| YEAR 11          | FOOD STUDIES    |
| YEAR 12          | FOOD STUDIES    |

## Why choose this subject?

Choose this subject if you are interested in food, cooking, nutrition, and food science.



## What is it all about?

You will gain an insight into what it is like to work in the hospitality industry. You will have plenty of practical hands-on experience in preparing and professionally presenting a range of dishes that are typically served in cafes/restaurants, and you will also cook for school functions and prepare food to sell to staff. You will learn how to operate a commercial espresso coffee machine. Current trends in cooking, plating and presentation techniques are explored along with an understanding of how to cater for special dietary requirements.



## What will I learn?

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Safety in the commercial kitchen</li> <li>• Food safety and hygiene</li> <li>• Knife skills and precision cuts</li> <li>• Coffee making</li> </ul> | <ul style="list-style-type: none"> <li>• Types of menus</li> <li>• Front and back of house roles</li> <li>• Running a cafe</li> <li>• Catering skills</li> </ul> |
|---|--|

## What types of things will I do?

Make espresso coffee and a range of foods typically served in cafés. You will also prepare foods for functions and run a café to sell staff lunches, afternoon tea or take-home dinners. **Learning tasks may include:**

Research tasks, practical observations, worksheets, exam

## What skills will I require to complete this subject?

An ability to work with others and work safely and hygienically, to prepare food items.

## What can this subject lead to?

This is a great lead in to VCE/VET Cookery and a career or part time work in the hospitality industry.

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 10          | CAFE  |
| YEAR 11          | VCE VET COOKERY 1 <sup>ST</sup> YEAR OF CERTIFICATE II                          |
| YEAR 12          | VCE VET COOKERY 2 <sup>ND</sup> YEAR OF CERTIFICATE II (ATAR scored assessment) |

Units in VCE/VET Cookery count toward further training at a tertiary level and as an apprentice chef.

## Why choose this subject?

Choose this subject if you are interested in cooking and presenting high quality foods.

# BAKERY

## What is it all about?

This is a very hands-on subject designed for, but not exclusive to, students wishing to do VCE Vocational Major at Year 11 and 12. You will gain an insight into what it is like to work as a professional baker. You will have plenty of practical hands-on experience in preparing and baking items that you would typically see in a large bakery. You will learn how to operate a commercial oven and develop skills to work as a team to present baked items that are suitable to sell and be used to catering for school functions.



## What will I learn?

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Safety in the commercial kitchen</li><li>• Food safety and hygiene</li><li>• Yeast and non-yeast doughs used to make a range of different breads</li></ul> | <ul style="list-style-type: none"><li>• Pastries including pies and tarts</li><li>• Biscuits</li><li>• Cakes and cake decoration</li><li>• Presentation and sale of baked goods.</li></ul> |
|--|--|

## What types of things will I do?

You will work individually and in small teams to make a wide range of breads, pastries, biscuits and cakes using a range of baking and presentation equipment.

## Learning tasks may include:

Research tasks, practical observations, worksheets

## What skills will I require to complete this subject?

An ability to work with others and work safely and hygienically, to prepare food items.

## What can this subject lead to?

This is a great lead in to VCE/VET Cookery and a career or part time work in a bakery or in the hospitality industry.

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 10          | BAKERY  |
| YEAR 11          | VET COOKERY 1 <sup>ST</sup> YEAR OF CERTIFICATE II<br>VET BAKERY 1 <sup>ST</sup> YEAR OF CERTIFICATE III (Not delivered at KDC) |
| YEAR 12          | VET COOKERY 2 <sup>ND</sup> YEAR OF CERTIFICATE II<br>VET BAKERY 2 <sup>ND</sup> YEAR OF CERTIFICATE III (Not delivered at KDC) |

Units in VCE/VET COOKERY AND BAKERY count toward further training at a tertiary level and as an apprentice chef or baker

## Why choose this subject?

Choose this subject if you are interested in baking and presenting high quality breads and baked goods.

**What is it all about?** Create for *you and your home*

You will create your own products from design to finish. Starting with a design brief you will research materials, production techniques and creative effective design to meet the criteria of the brief. This could be to produce a piece of furniture, soft furnishing, jewellery, lamp or other decorative or functional pieces. You will have access to a range of materials such as timber, plastics, fabric, cardboard, metals, recyclable materials and LED lights. You will also have the opportunity to use equipment including 3D printers, CNC Routers, laser cutters, sewing machines and basic hand tools. You will also consider the ethics of design and production development and how smart design can build better futures. The possibilities of design and creativity are endless.



## What will I learn?

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The Design processes</li> <li>• Sketching and drawing</li> <li>• Materials construction techniques</li> </ul> | <ul style="list-style-type: none"> <li>• How to use a range of equipment</li> <li>• Finishing techniques</li> <li>• Sustainability</li> </ul> |
|--|---|

## What types of things will I do?

Design, Sketch and draw your own creation. Build your design and evaluate it.

**Learning tasks may include:** Design Folios, Research Task, and Exam

## What skills will I require to complete this subject?

No special skills are required for you to enter this subject, as you will learn the necessary skills along the way. Just be willing to learn and participate.

## What can this subject lead to?

| POSSIBLE PATHWAY |   |
|------------------|---|
| YEAR 11          | VET BUILDING AND CONSTRUCTION, VET FURNITURE MAKING, VET FURNISHING (PICTURE FRAMING) |
| YEAR 12          | VET BUILDING AND CONSTRUCTION, VET FURNITURE MAKING, VET FURNISHING (PICTURE FRAMING) |

## Why choose this subject?

You like to work with your hands to create your own product design.

# PRODUCT DESIGN AND TECHNOLOGY - COMMUNITY

## What is it all about? Create for *your community*

In this subject, you will work collaboratively in groups to help solve a PDT problem in our school community. For example, the library might need a bookstand, a lamp or chessboard; a charity or community group might need a product to assist community members; or a new outdoor piece of furniture or game for the schoolyard. In your group, you will then write a design brief, then follow the design process of investigation, generation of designs, and production of the piece, and finally evaluate how well your product solves the problem.



You will have access to a range of materials such as timber, plastics, fabric, cardboard, metals, recyclable materials and LED lights. You will also have the opportunity to use equipment including 3D printers, CNC Routers, laser cutters, sewing machines and basic hand tools. You will also investigate design on a global scale and the social and environmental impact of design.

## What will I learn?

|  |   |
|--|---|
| <ul style="list-style-type: none"><li>• The Design processes</li><li>• Sketching and drawing</li><li>• Materials construction techniques</li></ul> | <ul style="list-style-type: none"><li>• How to use a range of equipment</li><li>• Finishing techniques</li><li>• Sustainability</li></ul> |
|--|---|

## What types of things will I do?

Design, Sketch and draw your own creation. Build your design and evaluate it.

**Learning tasks may include:** Design Folios, Research Task, and Exam

## What skills will I require to complete this subject?

No special skills are required for you to enter this subject, as you will learn the necessary skills along the way. Just be willing to learn and participate.

## What can this subject lead to?

| POSSIBLE PATHWAY |  |
|------------------|--|
| YEAR 11          | VET BUILDING AND CONSTRUCTION, VET FURNITURE MAKING, VET FURNISHINGS (PICTURE FRAMING) |
| YEAR 12          | VET BUILDING AND CONSTRUCTION, VET FURNITURE MAKING, VET FURNISHINGS (PICTURE FRAMING) |

## Why choose this subject?

You like to work with others and to help others. You like to think creatively and use your hands to make products.

# SYSTEMS ENGINEERING (ELECTRONICS AND ROBOTICS)

## What is it all about?

Want to be an Engineer or have a career in STEM? In this subject, you will be an inventive learner and use principles of maths and physics to solve problems outlined in a design brief. You will learn how to MAKE things like a rocket car, light gadget, mechanical toy or electronic artwork. You will access 3D software, 3D printers and a laser cutter and work individually and in teams to think critically and creatively to compete in a STEM CHALLENGE. Select this Systems subject if you wish to do Systems Engineering at VCE level.



## What will I learn?

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Investigate Future Technologies and analyse their impact on our futures.</li><li>• Understand how to build electronic circuits and code an Arduino microcontroller.</li><li>• Investigate mechanisms, how they move and are used to build a model.</li></ul> | <ul style="list-style-type: none"><li>• How to work in a team challenge to meet a Design Brief.</li><li>• Understand the Design Process and make a model using electronics and mechanisms.</li></ul> |
|--|--|

## What types of things will I do?

- Learn about the impact of technology on your future life.
- MAKE electronic and mechanical systems using hand tools and computer software.
- Compete in a team challenge to complete a mission.
- Design a 3D /Laser print.
- Investigate mechanisms to MAKE a rocket powered model car or hydraulic model.
- Make and hack code to build automated systems that can be used to drive a robot or light up a personal item.

## Learning tasks may include:

Power-point presentation, Tests and Exam on electronics and mechanisms theory. Design Folio -Sketching designs, circuits and documenting what you have learned.

## What skills will I require to complete this subject?

Motivation, organisation, computer skills, note taking, sketching, web research, brainstorming, inquiry and creativity to solve problems through teamwork.

## What can this subject lead to?

Engineering, Entrepreneur / inventor, Mechatronics, Industrial Design, careers of the future, 3D Computer design

## POSSIBLE PATHWAY

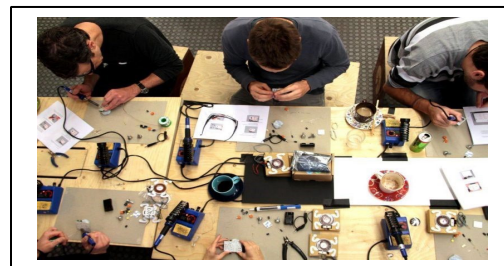
|         |                     |
|---------|---------------------|
| YEAR 10 | SYSTEMS ENGINEERING |
| YEAR 11 | SYSTEMS ENGINEERING |
| YEAR 12 | SYSTEMS ENGINEERING |

### Why choose this subject?

Choose this subject if you are interested in inventing, hacking, making and problem-solving using electronics, machines and robotics technology.

**PLEASE NOTE IF YOU SELECT SYSTEMS ENGINEERING (ELECTRONICS AND ROBOTICS) YOU CANNOT ALSO SELECT SYSTEMS BASICS (ELECTRONICS AND ROBOTICS)**

## SYSTEMS BASICS (ELECTRONICS AND ROBOTICS)



### What is it all about?

Select this Systems subject if you love making things but do not wish to continue with System Engineering at VCE level. This is a very hands-on subject designed for, but not exclusive to, students wishing to do VCE Vocational Major at Year 11 and 12. You will solve a problems outlined in design briefs. You will use electronics and robotics to MAKE things like a rocket car, light gadget, mechanical toy or electronic artwork. You will have access to 3D software, 3D printers and a laser cutter, work individually, in teams to design create, and evaluate your electronic productions.

### What will I learn?

|   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Investigate Future Technologies and analyse their impact on our futures.</li><li>• Understand how to build electronic circuits</li><li>• Investigate mechanisms, how they move and are used to build a model.</li></ul> | <ul style="list-style-type: none"><li>• How to work in a team challenge to meet a Design Brief.</li><li>• Understand the Design Process and make a model using electronics and mechanisms.</li></ul> |
|---|--|

### What types of things will I do?

- Learn about the impact of technology on your future life.
- MAKE electronic and mechanical systems using hand tools and computer software.
- Compete in a team challenge to complete a mission.
- Design a 3D /Laser print.
- Investigate mechanisms to MAKE a rocket powered model car or hydraulic model.
- Make and hack code to build automated systems that can be used to drive a robot or light up a personal item.

### Learning tasks may include:

Design Folio -Sketching designs, circuits and documenting what you have learned.

**What skills will I require to complete this subject?**

Motivation, organisation, computer skills, note taking, sketching, web research, brainstorming, inquiry and creativity to solve problems through teamwork.

**What can this subject lead to?**

Becoming an electrical technician or careers in robotics, industrial design, computer design and mechatronics.

| POSSIBLE PATHWAY |                      |
|------------------|----------------------|
| YEAR 10          | SYSTEMS BASICS       |
| YEAR 11          | VCE VOCATIONAL MAJOR |
| YEAR 12          | VCE VOCATIONAL MAJOR |

**Why choose this subject?**

Choose this subject if you are interested in inventing, hacking, making and problem-solving using electronics, machines and robotics technology.

**PLEASE NOTE IF YOU SELECT SYSTEMS BASICS (ELECTRONICS AND ROBOTICS) YOU CANNOT ALSO SELECT SYSTEMS ENGINEERING (ELECTRONICS AND ROBOTICS)**

# DIGITAL TECHNOLOGY OPTIONS



# INTRODUCTION TO APPLIED COMPUTING

## What is it all about?

Be computer savvy!

You will learn how to confidently and competently use a range of software applications. This subject provides a general overview of applications used for visual presentations, web development and databases.



## What will I learn?

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Databases</b> – Learn to gather relevant and reliable data and information from a range of digital and print sources.</li> <li>• <b>Presentations (Google / Windows Apps)</b> – Develop and understand the apps that are readily available and live on your device.</li> <li>• <b>Spreadsheet</b> – Identify, gather and sort information and ideas from a range of sources.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Social and ethical practice in IT</b> – Applying social and ethical protocols and practices when using ICT.</li> <li>• <b>Web page design software (HTML &amp; CSS)</b> – Design considerations and creating a site. Formats and Conventions of a worthy website.</li> <li>• <b>Algorithms and programming</b> – Analyse and visualize data to create information and address complex programs and model processes.</li> </ul> |
|---|--|

## What types of things will I do?

Research, design and develop various presentations using a variety of software.

**Learning tasks may include:** Tests, research reports, case study and an exam.

## What skills will I require to complete this subject?

Basic computing skills, note-taking, ability to discuss issues from multiple viewpoints.

## What can this subject lead to?

Careers in the IT industry include computer programmer, animator, web developer, IT technician. Knowledge of the included software can be utilized in all future workplaces.

| POSSIBLE PATHWAY |                                |
|------------------|--------------------------------|
| YEAR 10          | ADVANCED COMPUTER APPLICATIONS |
| YEAR 11          | APPLIED COMPUTING              |
| YEAR 12          | DATA ANALYTICS                 |

### Why choose this subject?

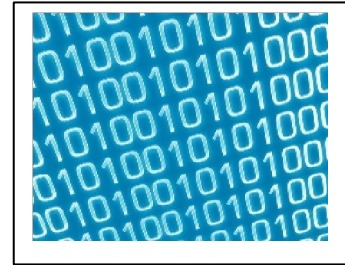
Choose this subject if you are interested in learning about how to develop your own website, like working with computers and are creative.

## CODING

### What is it all about?

Learn how programs work and how to code your own games.

This course of study introduces students to a variety of programming languages. You will follow the problem-solving methodology of analysing, designing, developing a solution and then evaluating it.



### What will I learn?

|   |  |
|---|--|
| <ul style="list-style-type: none"><li>• How computers work</li><li>• The relationship between hardware and software</li><li>• Design, create and evaluate a computer program/game</li></ul> | <ul style="list-style-type: none"><li>• The impact of technology on society, including being a responsible digital citizen</li><li>• Presenting information effectively using computer programs</li><li>• Using a variety of programming languages such as Scratch and Visual Basics</li></ul> |
|---|--|

### What types of things will I do?

Explore hardware by dismantling a computer. Research and use different types of software. Develop computer programs to meet a variety of design problems. Write games.

**Learning tasks may include:** tests, reports, response to a design problem, and an exam.

### What skills will I require to complete this subject?

Basic computer skills and a willingness to solve problems.

### What can this subject lead to?

Careers in the IT industry, including computer programmers. A lifelong ability to work competently and confidently with computers.

| POSSIBLE PATHWAY |                   |
|------------------|-------------------|
| YEAR 10          | CODING            |
| YEAR 11          | APPLIED COMPUTING |
| YEAR 12          | DATA ANALYTICS    |

### Why choose this subject?

If you love playing computer games and want to understand how they work, this subject is for you.

# WEB DESIGN AND DEVELOPMENT



## What is it all about?

Learn how to create and code your own web page. This course will give you basic web design skills and introduce you to the development and design of the World Wide Web. You will use a variety of web publishing programs including Notepad and Dreamweaver.

## What will I learn?

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Webpage authoring</b> – Design considerations and creating a site. Formats and Conventions of a worthy website.</li> <li>• <b>HTML Coding</b> - Learning the language for documents designed to be displayed in a web browser.</li> <li>• <b>CSS Styles</b> – Learn how to control the layout of multiple web pages all at once.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Responsive Coding</b> – Learn the approach to web design that makes web pages render well on a variety of devices and window or screen sizes.</li> <li>• <b>Networking</b> – Understanding the two main networks as well as a variety of topologies.</li> <li>• <b>Invoicing</b> – Learn to apply a working invoice to your webpage calculating costs and online payment.</li> </ul> |
|---|--|

## What types of things will I do?

Research, design and develop web pages using an appropriate web design tool.

**Learning tasks may include:** Tests, research reports, case study and an exam.

## What skills will I require to complete this subject?

Basic computing skills, note-taking, ability to discuss issues from multiple viewpoints.

## What can this subject lead to?

Careers in the IT industry include computer programmer, animator, web developer, IT technician.

| POSSIBLE PATHWAY |                            |
|------------------|----------------------------|
| YEAR 10          | WEB DESIGN AND DEVELOPMENT |
| YEAR 11          | APPLIED COMPUTING          |
| YEAR 12          | DATA ANALYTICS             |

## Why choose this subject?

Choose this subject if you are interested in learning about how to develop your own website, like working with computers and are creative.

# APPLIED LEARNING OPTIONS

## Overview

By Year 10 you may have already decided that an Applied Learning Program would suit your education needs better and may like to create a program that is designed to prepare students for the VCE Vocational Major (VCE-VM), a 2-year vocational and applied learning program or VPC program.

The VCE Vocational Major will develop your personal and practical life skills. It will help to prepare you for the next important stage of your life.

The VCE Vocational Major offers a pathway into:

- apprenticeships
- traineeships
- further education and training
- university (through alternative entry programs) • employment.

Applied Learning subjects at Year 10 are an exciting opportunity to engage in more project based/real world learning. These subjects offer students a more hands-on approach to develop the skills necessary for transition to VET, VCE-VM, Apprenticeships, Traineeships and Employment.

You can select any of these subjects even if you are not thinking about VM or are still unsure.

### **LITERACY (part of the English KLA) selecting this subject will mean VCE is not an option for you**

The purpose of this subject is to strengthen and extend students' confidence and competence in English.

Literacy units are designed to:

- Strengthen, improve and develop language skills through thinking, reading, and writing, speaking and listening in the areas of social, family, workplace and educational/training contexts.
- Meet Literacy Outcomes based on areas of competency in Reading, Writing and Oracy FOR Knowledge, practical purpose public debate and Self-expression.
- **PLEASE NOTE SELECTING LITERACY WILL ALSO MEAN THE SUBJECT SELECTION RULES BELOW WILL NOT APPLY TO YOU:**

Humanities: for a minimum of one semester (1 unit)

Science: for a minimum of one semester (1 unit)



|          |            |
|----------|------------|
| NOT      | APPLICABLE |
| FOR      | LITERACY   |
| STUDENTS |            |

### **NUMERACY (part of the Maths KLA) selecting this subject will still enable you do VCE however not a maths subject at VCE**

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

Numeracy units are designed to:

- Include the use of number, measurement, geometry, data and chance in everyday life.
- Enhance the development of numeracy skills as part of the students' normal routines whether shopping, travelling, cooking, interpreting public information or telling time.
- Make use of everyday mathematical tasks that involve a single mathematical step or process.
- Communicate mathematical ideas verbally as well as in written form.

# LITERACY

## What is it all about?

The purpose of this subject is to strengthen and extend students' confidence in thinking, reading and writing, speaking and listening.



## What will I learn?

|   |  |
|---|--|
| <b>Writing and Reading Folio</b>  | <b>Narrative Analysis – Text Response</b>  |
| <ul style="list-style-type: none"> <li>• Read, categorise &amp; plan a response.</li> <li>• Proofread and self-correct.</li> <li>• Maintain a reading journal.</li> </ul> | <ul style="list-style-type: none"> <li>• Respond in writing to a variety of texts.</li> <li>• Maintain summaries and quotations.</li> <li>• Write an imaginary piece.</li> </ul>                           |
| <b>Oral Presentation</b>  | <b>Film Elements</b>   |
| <ul style="list-style-type: none"> <li>• Study of social issues.</li> <li>• Work in groups to create an oral presentation.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Read film reviews and categorise elements.</li> <li>• Watch and write a film review.</li> </ul>   |
| <b>Presentation Skills</b>  | <b>Report Writing</b>  |
| <ul style="list-style-type: none"> <li>• Use of technology to present a poster, written report or oral report based on work experience.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Write a report on disability and diversity in our society.</li> <li>• Use elements of writing based on student experience during disability workshops.</li> </ul> |

## What types of things will I do?

Learn how to strengthen, improve and develop language skills through thinking, reading and writing, speaking and listening in the areas of social, family, workplace and educational/training contexts.

**Learning tasks may include:** completion of written reports, oral presentations, text responses and film reviews.

## What skills will I require to complete this subject?

The ability to adapt reading, writing, listening and speaking for practical purposes of class discussion, oral and written presentations and self-expression.

## What can this subject lead to?

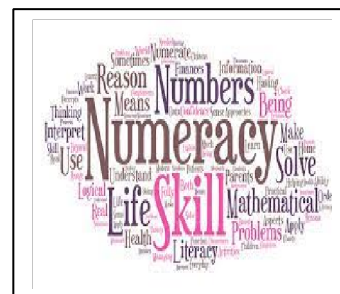
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

| POSSIBLE PATHWAY |                 |
|------------------|-----------------|
| YEAR 10          | LITERACY        |
| YEAR 11          | VCE-VM LITERACY |
| YEAR 12          | VCE-VM LITERACY |

## NUMERACY

### What is it all about?

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.



### What will I learn?

|  |  |
|--|--|
| <p><b>Number - Money</b></p> <ul style="list-style-type: none"> <li>• Use of estimation, decimals and percentages.</li> <li>• Application to shopping, budgeting, planning for a holiday and buying a home.</li> </ul>       | <p><b>Statistics - Data</b></p> <ul style="list-style-type: none"> <li>• Represent, analyse and interpret data.</li> <li>• Application to everyday statistics such as weather.</li> </ul>                              |
| <p><b>Measurement – Design</b></p> <ul style="list-style-type: none"> <li>• Conversion of units and calculation of perimeter and area.</li> <li>• Application to scale drawing and interpretation of house plans.</li> </ul> | <p><b>Probability - Chance</b></p> <ul style="list-style-type: none"> <li>• Represent outcomes and calculate experimental probability.</li> <li>• Application to problem solving such as winning a lottery.</li> </ul> |
| <p><b>Geometry - Location</b></p> <ul style="list-style-type: none"> <li>• Describe position using coordinate points.</li> <li>• Application to compass bearings and world maps.</li> </ul>                                  | <p><b>Algebra - Time</b></p> <ul style="list-style-type: none"> <li>• Conversion of time, elapsed time.</li> <li>• Application to problem solving such as fast and slow clocks.</li> </ul>                             |

### What types of things will I do?

Learn the skills in Number & Algebra, Measurement & Geometry and Probability & Statistics in order to apply mathematics to real world situations.

**Learning tasks may include:** completion of work booklets, research projects and analysis tasks.

**What skills will I require to complete this subject?**

The ability to adapt the skills learned in mathematics to the real-world situations. Efficient use of technology when researching projects and effective summary skills when collecting information and data.

**What can this subject lead to?**

Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

| POSSIBLE PATHWAY |                 |
|------------------|-----------------|
| YEAR 10          | NUMERACY        |
| YEAR 11          | VCE-VM NUMERACY |
| YEAR 12          | VCE-VM NUMERACY |

## Ready to Lead

**What is it all about?**

The purpose of the Ready to lead subject is to develop knowledge, skills and attributes that improve leadership in the workplace and the community. Students will work on strengths and weaknesses and how to become a great leader to achieve their potential.



**What will I learn?**

|  |   |
|--|---|
| <b>Characteristics of a great leader</b>   | <b>Leaders in History</b>   |
| <ul style="list-style-type: none"> <li>• identify the characteristics of a great leader</li> <li>• Which do you have?</li> <li>• Which can you develop?</li> <li>• How will you develop these? • What kind of leader will I be?</li> </ul> | <ul style="list-style-type: none"> <li>• research and learn about 2 great leaders in history • Why were they great leaders?</li> <li>• What did they achieve through their leadership?</li> </ul> |
| <b>Great leaders of today</b>  | <b>leadership in the workplace</b>  |



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Who is a leader you aspire to from today's society?</li> <li>• Identify their successes and their failures and how they overcame them to develop into be a great leader</li> </ul> | <ul style="list-style-type: none"> <li>• Skills and abilities related to showing leadership in the workplace</li> <li>• emotional intelligence</li> <li>• Diversity, tolerance and acceptance</li> <li>• Empathy, resilience and teamwork</li> </ul>   |
| <p><b>Leadership in the school</b></p>  | <p><b>Community Project – show your leadership</b></p> <p>Create and lead a project in our school community: e.g., talent contest, charity drive etc. using the following format</p> <ol style="list-style-type: none"> <li>1. Setting the scene</li> <li>2. Discover - Research and discover an area that is in need of a solution.</li> <li>3. Define - Get really specific about the unique problem that could be solved by the students</li> <li>4. Develop - Come up with many potential ideas that could solve the defined problem</li> <li>5. Deliver - Choose one viable, feasible and desirable idea and consider how to make it happen</li> <li>6. What have I learned and experienced?</li> </ol> |
| <ul style="list-style-type: none"> <li>• emotional intelligence</li> <li>• Diversity, tolerance and acceptance</li> <li>• Empathy, resilience and teamwork</li> </ul>   |  |
|   |  |

**What types of things will I do?**

Learn how to lead people through valuing what they bring to the group, learn how to lead by example, inspiring others to do great things and learn how to develop your strengths and address weaknesses when leading an event

**Learning tasks may include:** completion of work booklets, research projects and practical tasks and events

**What skills will I require to complete this subject?**

The ability to set achievable goals when working individually or as part of a team, to complete written and practical tasks.

**What can this subject lead to?**

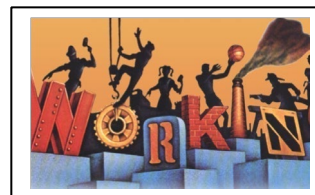
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

| POSSIBLE PATHWAY |               |
|------------------|---------------|
| YEAR 10          | Ready to lead |
| YEAR 11          | VCE-VM PDS    |
| YEAR 12          | VCE-VM PDS    |

**READY TO WORK**

**What is it all about?**

Ready to Work is designed to equip individuals with fundamental skills and habits that are essential for success in the workplace. The program covers a range of topics related to work-related skills, such as *effective communication, time management, teamwork, and professionalism*. During the course, students will also take part in a series of *trade tastes* as well as a 3-week work placement block.



**What will I learn?**

|  |  |
|--|--|
| <b>Work Readiness &amp; Work Placement</b>   | <b>Career Investigation</b>  |
| <ul style="list-style-type: none"> <li>• Complete Safe@work module.</li> <li>• Complete 15 days of work placement.</li> </ul>                | <ul style="list-style-type: none"> <li>• Research &amp; develop a presentation on various careers.</li> </ul>                                  |
| <b>Health &amp; Safety</b>   | <b>Scope Young Ambassadors Program</b>   |
| <ul style="list-style-type: none"> <li>• Implement work safety requirements.</li> <li>• Identify Hazards, Risks and Risk Control.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding disability and diversity.</li> <li>• Communicating successfully with others.</li> </ul> |
| <b>First Aid</b>   | <b>Start Smart Program</b>   |
| <ul style="list-style-type: none"> <li>• Develop the skills to properly administer first aid during an emergency.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Workshop on real life money management.</li> </ul>  |

### What types of things will I do?

Learn how to develop employable skills and apply transferable skills for work related contexts.

**Learning tasks may include:** completion of work booklets, research projects and practical tasks.

### What skills will I require to complete this subject?

The ability to research and communicate with others both individually or as part of a team, to complete written and practical tasks.

### What can this subject lead to?

Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment. In addition, students will obtain transferable skills for WRS VM

| POSSIBLE PATHWAY |               |
|------------------|---------------|
| YEAR 10          | Ready To Work |
| YEAR 11          | VCE-VM WRS    |
| YEAR 12          | VCE-VM WRS    |

## COMMUNITY CONNECT

### What is it all about?

The purpose of Community Connect is to build workplace skills in a volunteer setting and engage with our community. Students will be able to go out once a week for a double session to a set place: such as a Retirement home, charity organisation, school or many other options and volunteer their time and build their skills in the community sector.



### What will I learn?

|  |  |
|--|--|
| <b>Be an affective volunteer</b>   | <b>Working with diverse people</b>   |
| <ul style="list-style-type: none"><li>• Rights and responsibilities</li><li>• Upholding confidentiality</li><li>• Workplace organisation</li></ul>                 | <ul style="list-style-type: none"><li>• knowing your perspective</li><li>• Being socially aware</li><li>• Body language: posture and gesture</li></ul> |
| <b>Communicate in the workplace</b>  | <b>Volunteer placement</b>   |
| <ul style="list-style-type: none"><li>• Communicating in the right way</li><li>• Understanding the way you communicate and the how people respond to you</li></ul> | <ul style="list-style-type: none"><li>• 10 weeks of placement</li><li>• Students responsible for attending placement</li></ul>                         |

|   |  |
|---|--|
| <b>Participate in workplace health and safety</b>   | <b>Semester long volunteer journal</b> |
| <ul style="list-style-type: none"> <li>• manual handling</li> <li>• Recognizing hazards</li> <li>• Risk control</li> <li>• Safe and unsafe practices</li> </ul> |  |

**What types of things will I do?**

Learn how to develop employable skills and apply transferable skills for the community sector

**Learning tasks may include:** completion of work booklets, research projects and practical tasks, placement: no exam for this subject

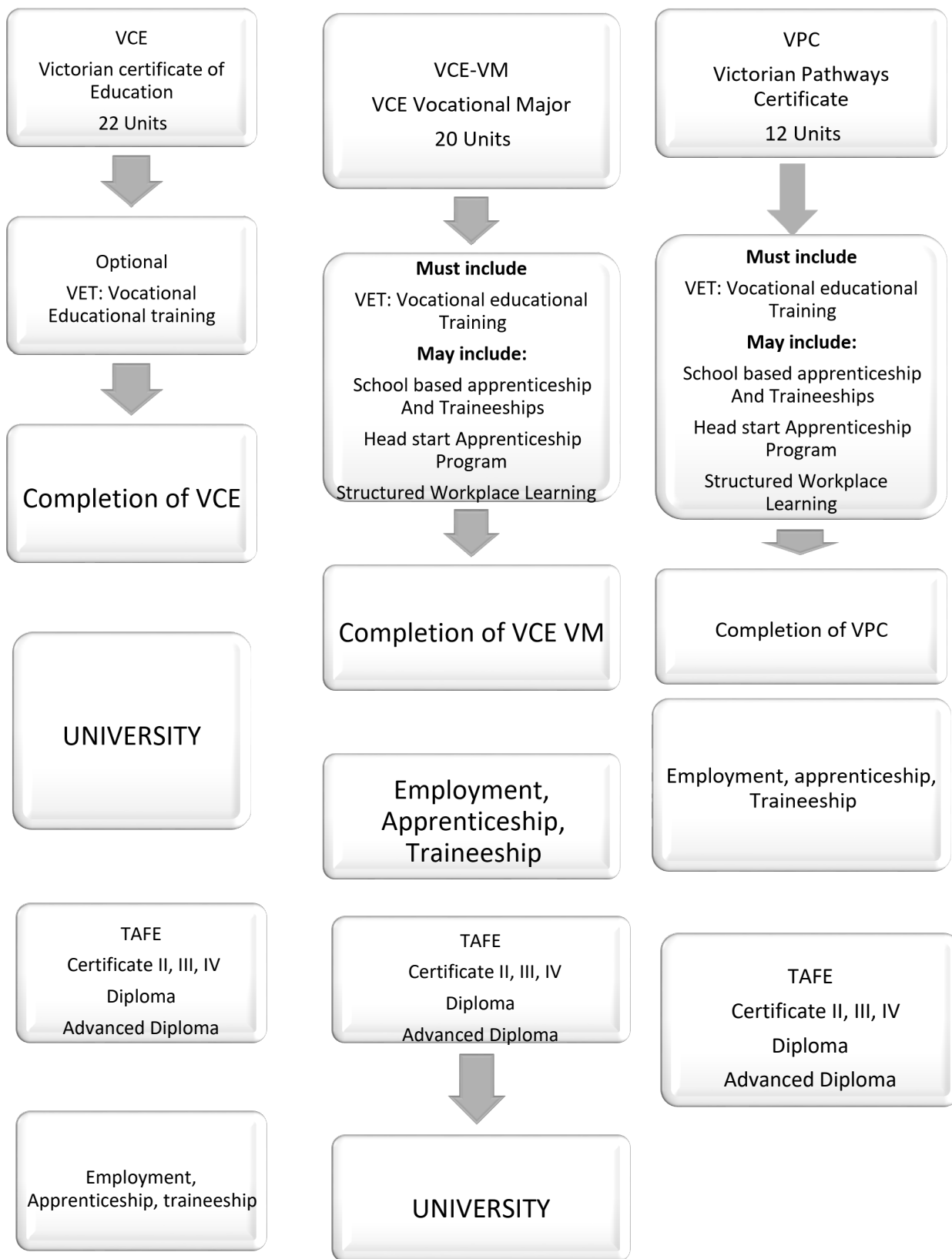
**What skills will I require to complete this subject?**

The ability to research and communicate with others both individually or as part of a team, to complete written and practical tasks and to work with the community.

**What can this subject lead to?**

Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

| POSSIBLE PATHWAY |                        |
|------------------|------------------------|
| YEAR 10          | Community Connect      |
| YEAR 11          | VCE-VM WRS/ VCE-VM PDS |
| YEAR 12          | VCE-VM WRS/ VCE-VM PDS |



## SENIOR SCHOOL PATHWAYS

## HEAD START PROGRAM

HEADSTART is placing students into the workforce while they are still at school by starting a parttime apprenticeship or traineeship.

Students can choose Apprenticeships and Traineeship courses in key industries such as Building & Construction, Community Services & Health, and Business & Primary industries.

### How HEADSTART works at KDC

Depending on the students and employer needs, students will go to school some days and work on the other days. Students may undertake paid employment for 1-2 days a week in Yr. 11 & 12.

Not every trade qualifies but if you are in VCE VM or are happy to do a non-ATAR VCE, please see Mr Knights for details or pay a visit to the Head Start office at KDC in the Careers Hub.

Fees may apply to cover costs of tuition & service fees, equipment, clothing and tools.

