

Year 10 Course Selection Handbook



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Year 10 Course Selection Program

Gisborne Secondary College's Year 10 pathways offer flexibility and scope for acceleration and achievement. We aim to motivate and prepare students for the Victorian Certificate of Education (VCE) and the diverse range of pathways available to them after school.

Year 10 operates as part of the Senior School. The curriculum at the Year 10 level is designed to allow you:

- 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 prepare for the pathway of your choice.

An Overview of Year 10

The Year 10 program is aligned with VCE subject blocking – students complete 6 subjects per semester, and subjects run for 6 periods per fortnight.

While Year 10 is timetabled in a similar fashion to VCE, and there are opportunities for students to accelerate their learning, its primary function is to stand as the first year of a 3 year senior school program. No student is disadvantaged from attaining any qualification because they completed Year 10 subjects only during their Year 10 year.

Outcomes in Year 10 are awarded as S or N, with assessment tasks graded as A-E based on a percentage grade.

All Year 10 subjects have an end of semester exam, which is designed to assess a student's knowledge and understanding of the subject content, and to prepare them for the rigours of Year 11 and 12.

All Year 10's will also be enrolled in a subject called Connect (Senior School Study Support Program). Students will complete modules on Health and Wellbeing, Pathway Planning and Work Experience, and academic skills, such as revision strategies and exam preparation. The core of Connect is to develop 'lifelong learners'. The program aims to engage our students with learning throughout the different stages of their lives. It is about developing the characteristics that will make learning a valued part of their lives when they leave school.



Selecting a Program

In Year 10, you will find that you are able to make many more choices about your studies than in previous years. The following information will help you plan your pathway into Year 10 and beyond.

When choosing a program it is important to consider the following factors:

- Your interests and motivation
- Known ability and performance in particular subject areas
- Select a program and is consistent with your future career, whilst keeping all your options open. Research any prerequisites that may be required for a particular course or career.

Who can assist you in the decision making process?

- Your teachers, mentor, year level co-ordinators, and sub-school leaders – these people know you and your capabilities and are a wealth of information.
- Teachers of subjects you are interested in selecting (listed at the bottom of each subject description in this book).
- The Careers team can help with information regarding careers and pre-requisite subjects.
- Your parents/carers – they know you best!
- Attend a Course Advising session – On the course advising day you have the chance to talk with a trained course advisor who will discuss your plans with you. If you are having difficulty sorting out your course selection and need further assistance, they will arrange another inter- view for you with a member of the Senior school team.

Course Selection Checklist

| | | |
|----|---|--------------------------|
| 1 | Research thoroughly the subjects offered. | <input type="checkbox"/> |
| 2 | Know what pre-requisite subjects you need for post-secondary studies. | <input type="checkbox"/> |
| 3 | Discuss your options with your current teachers/coordinators | <input type="checkbox"/> |
| 4 | Discuss your options with your family. | <input type="checkbox"/> |
| 5 | Do your subject selections give you a range of pathway options? | <input type="checkbox"/> |
| 6 | Attend the GSC Subject Expo Evening (Tuesday 19th of July). | <input type="checkbox"/> |
| 7 | Book in for a Course Advising interview (Thursday 21st of July for Year 10 into Year 11; Wednesday 27th of July for Year 9 into Year 10). | <input type="checkbox"/> |
| 8 | If you are applying for an accelerated study (VCE or VET), applying to be in VCE-VM or a VET program, ensure you submit hard copies of your application sheets to the office by recess on Friday 29th of July . | <input type="checkbox"/> |
| 9 | Double check your choices. | <input type="checkbox"/> |
| 10 | Ensure you submit your selections online, by the due date Sunday August 14th . | <input type="checkbox"/> |

Year 10 Curriculum 2023

In Year 10, students complete 6 subjects per semester. Students must do English and Mathematics, a core Science and a core Humanities, and select at least one elective from each other Key Learning Area over the year.

| | |
|--|---|
| <p>Compulsory Subjects:</p> <p>All students must undertake compulsory subjects at Year 10:</p> <ul style="list-style-type: none"> • English for 2 semesters • Mathematics for 2 semesters. Your course advisor will discuss with you which Maths it is recommended that you select for 2023. • Core Humanities • Core Science | <p>Elective Subjects:</p> <p>Students will select 3 elective subjects per semester that will interest them and provide them with a pathway.</p> <p>Please see subject table for the full list of electives, and relevant sections of this handbook for a detailed description of each subject.</p> |
|--|---|

Example Year 10 Program:

| Semester 1 | Semester 2 |
|---------------------------------|------------------------------------|
| Core English | Core English |
| Core Maths | Core Maths |
| Core Science | Core Humanities |
| Visual Arts/Technology Elective | Health&PE/Performing Arts Elective |
| Free Choice or Language | Free Choice or Language |
| Free Choice | Free Choice |

- Core subjects and electives would run both semesters to allow flexibility when timetabling. This means core Science or core Humanities may run in different semesters. This also applies for other semester long subjects.
- Students undertaking an accelerated VET/VCE would replace two relevant subjects. Eg. A student accelerating into Year 11 Biology would lose their Science elective, and one free choice.
- Students who elect to do a language can be granted greater flexibility in relation to the other elective rules.
- Students must select at least 1 Technology or Visual Arts elective.
- Students must select at least 1 Health/PE or Performing Arts elective.

VCE/VET Accelerated Learning Program

The Accelerated Learning Program allows students greater flexibility within their senior years of schooling by providing the opportunity for Students to attempt a VCE or VET subject while they are in Year 10.

Students who have performed well academically or have an aptitude for a particular subject, shown sound organisational and time management skills, an ability to work independently, and have a good attendance and punctuality record are encouraged to apply.

These accelerated options have benefits for students by providing extra challenges and catering for students already well advanced with studies in a given subject. It also gives students exposure to the demands of studying a Year 11 or 12 subject, and the resulting scores are included in the student's ATAR score at the end of Year 12.

Any student wishing to accelerate in a VCE class, should complete the VCE Acceleration Application form. This involves a written statement, reports and other documentation (depending on faculty) and a teacher recommendation.

Any student wishing to accelerate in a VET program, should complete the VET application form.

Please see the Year VCE Subject Information handbook or the VET Information Handbook for further information about the subjects offered.

School Based Apprenticeship/Traineeship (SBAT)

Gisborne Secondary College works with a number of providers to provide School Based Apprenticeships/Traineeships (SBATs) to senior students. SBATs may become available through the school in a range of industries, such as: Automotive, Hospitality, Hairdressing, Children's Services, Early Childhood Education, Electrical, Engineering, Horticulture and more.

An SBAT enables students to begin their apprenticeship or traineeship while they are at school, combining paid work, with some TAFE studies and their secondary schooling.

Provided certain conditions are met, it is possible for an SBAT to be regarded as a fifth or sixth VCE subject and students will receive a 10% increment on their ATAR calculation at the end of Year 12.

Successful completion of an SBAT also counts towards the VCE-VM certificate, complementing the industry specific skills strand and the work related skills strand.

If you are interested in more information about an SBAT, please select your program as normal, but tick the SBAT box on the online preferences form to register your interest in the program.

HeadStart

Head Start is a new model for apprenticeships and trainee ships for school students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE or VCE-VM at school.

The program helps students to develop skill and experience that employers value. Head Start helps students to get the best start in their career. Students can choose to take an extra year to complete their VCE or VCE-VM. This means more time spent training on-the-job.

Depending on the requirements of the employer, it is expected that students will undertake:

- one day per week paid employment in Year 10
- two days per week paid employment in Year 11
- three days per week paid employment in Year 12 (which may be undertaken over two years if required).

If you are interested in more information about Headstart, please select your program as normal, but tick the Head Start box on the online preferences form to register your interest in the program.

Please note:

***Subjects will run depending on availability of teachers, facilities, class sizes and timetabling.**

***Some subjects will have a materials fee, and other costs such as excursions. This information will be available later in the year along with all Essential Educational item Costs.**

| Year 10 Subjects 2023 | |
|-----------------------------|---|
| Curriculum Area | Subject Choices |
| Visual Arts | Digital Arts, Media Studies, Studio Arts, Visual Communication and Design |
| Performing Arts | Dance, Drama, Music |
| English | English, English Literature, English Language |
| Health & Physical Education | Health, Physical Education, Outdoor Education |
| Humanities | Core Humanities, Ancient History, Business & Money, Geography, Modern World History, Sociology & the Law |
| Languages | Indonesian, Japanese Please note: Language subjects run for the full year |
| Mathematics | Practical Maths, Foundation Maths, General Maths, Maths Methods |
| Science | Core Science, Life Science, Behavioural Science, Physical Science |
| Technology | Design and Tech – Wood, Design and Tech – Textiles, Engineering (Welding & Fabrication), Electronics and Robotics, Automotive, Food Technology |
| Digital Technology | Digital Technology (Sem 1) Digital Technology Extension (Sem 2) |
| Accelerated Studies | Students who wish to accelerate their studies can apply to do a VCE/VET program. See the Year VCE Subject Handbook or the VET Information Handbook for details on subjects available. |



Sample Year 10 Programs

| Standard Year 10 Program C – Compulsory subject E – Elective subject | |
|--|----------------------------|
| Semester 1 | Semester 2 |
| English (C) | English (C) |
| General Maths (C) | General Maths (C) |
| Humanities (C) | Science (C) |
| Behavioural Science (E) | Society and the Law (E) |
| Digital Arts (E) | Physical Education (E) |
| Food Tech (E) | Design Tech – Textiles (E) |

| Year 10 Program—With Language Elective C – Compulsory subject E – Elective subject | |
|--|------------------------------|
| Semester 1 | Semester 2 |
| English (C) | English (C) |
| General Maths (C) | General Maths (C) |
| Japanese(E) | Japanese (E) |
| Humanities (C) | Science (C) |
| Digital Arts(E) | Electronics and Robotics (E) |
| Ancient History (E) | Health (E) |

| Year 10 Program—Accelerated VET C – Compulsory subject E – Elective subject | |
|---|-------------------------------|
| Semester 1 | Semester 2 |
| English (C) | English (C) |
| General Maths (C) | General Maths (C) |
| Humanities (C) | Science (C) |
| Media Studies (E) | Health (E) |
| VET Creative Digital Media(E) | VET Creative Digital Media(E) |
| Behavioural Science (E) | Design Tech – Wood(E) |

| Year 10 Program—Accelerated VCE C – Compulsory subject E – Elective subject | |
|---|-------------------------------------|
| Semester 1 | Semester 2 |
| English (C) | English (C) |
| General Maths (C) | General Maths (C) |
| Unit 1 Biology (E) | Unit 2 Biology (E) |
| Humanities (C) | Science (C) |
| Engineering (E) | Physical Education (E) |
| Business Studies (E) | Visual Communication and Design (E) |

The Arts

The following subjects are those offered by the Arts faculty in 2023 at Gisborne Secondary College.

VISUAL ARTS

Digital Arts..... 10

Media Studies..... 11

Studio Arts..... 12

Visual Communication and Design 13

PERFORMING ARTS

Dance..... 14

Drama..... 15

Music..... 16



DIGITAL ARTS

Curriculum Area: Arts

Unit Description

The use of digital media in the Visual Arts is a powerful and popular means of modern communication. In Digital Arts, students will build their knowledge in traditional and digital based media to enhance and develop artistic abilities.

This subject contains both practical and theory components. Students explore a range of digital art forms using a variety of software, including Photoshop and Illustrator and use input devices such as digital SLR cameras, pen tablets and flatbed scanners as well as traditional media. Inspiration for artworks will be taken from a range of art styles and artists, both past and present, working in digital and traditional media.

What skills and knowledge will you learn?

Students describe, interpret, evaluate, respond to and reflect on others' artworks, using the vocabulary and concepts associated with various art forms. The knowledge and skills gained will support VCE Art (Creating & Making).

Assessment

- Practical work in a variety of mediums and styles in response to selected themes and topics.
- Maintenance of a visual art diary which records and annotates student experiences and evaluations of practical work
- Research/Presentation and class discussion on selected Artworks and Artists

Additional Information

N/A

Who do I contact about this?

Ms Glenda Anstey - Sprigg

MEDIA STUDIES

Curriculum Area: Arts

Unit Description

Media will comprise two areas of study to be completed across the semester.

These units will investigate the basic construction of narrative texts and then use this knowledge to plan and create short film productions.

What skills and knowledge will you learn?

1. Cinema Studies/Understanding Narrative

Students will investigate and analyse various narrative genres to develop an understanding of how meaning is constructed and conveyed to an audience. They will seek to develop an understanding of the use of story and production elements in the creation of narratives. Students are intended to develop evidence based, critical thinking skills to be used in engaging with and writing about the cinema, which hopefully transfer to wider topics.

2. Short Film Production

This unit aims to have students apply the theory of narrative from the previous unit to the planning and production of short films in a specified genre. Students will seek to develop production skills required for VCE Media Studies. Students will investigate how to generate ideas and develop approaches that allow these to be turned into finished productions.

Assessment

- A range of written tasks dealing with the investigation of narrative film texts.
- Planning and production of media products across the semester.

Additional Information

Who do I contact about this?

Mr Nick Mortenson, Mr John Woodlock

STUDIO ARTS

Curriculum Area: Arts

Unit Description

The Visual Arts are a powerful and pervasive means of communication.

In Studio Arts you will build upon your knowledge and experiences in order to enhance and develop your own artistic abilities.

This subject contains both practical and theory components.

What skills and knowledge will you learn?

You will be exploring an exciting and diverse range of two and three dimensional art forms using a variety of mediums including selected three dimensional materials, print-making, drawing, painting and mixed media. Inspiration for artworks will be taken from the arts of Asia and the Pacific region both past and present.

You will learn to describe, interpret, respond to and reflect on your own and other people's artworks, using the vocabulary and concepts associated with various types of art forms.

The knowledge and skills gained during this course will provide an invaluable pathway into VCE Arts (Creating & Making).

Assessment

- A folio of practical work in a variety of mediums and styles in response to selected themes and topics
- A visual art diary which records and annotates your experiences and evaluations of your practical work.
- A research/presentation and class discussion on selected Asian/Pacific region art/artists.

Additional Information

Excursions

Who do I contact about this?

Ms Glenda Anstey-Sprigg

VISUAL COMMUNICATION AND DESIGN (VCD)

Curriculum Area: Arts

Unit Description

This course is for students interested in designing products, architecture and graphics for our future and solving problems in the present time.

What skills and knowledge will you learn?

The subject will prepare you for VCE Visual Communication and Design and/or Design Technology by providing skills such as:

- Learning advanced drawing skills
- Rendering drawings with tone and texture to show surface and form
- Using the Australian Standards for technical drawings
- Using the elements and principles of design during the design process
- Exploring past and contemporary designs to use as research and inspiration
- Using the design process to create your own unique designs.
- Using a wide variety of methods, materials and media (including digital media), to experiment and find the best method of presentation of your design.

Assessment

Following a folio of skill building exercises, we will:

- Form groups to design large buildings and present our ideas to the class
- Individually design a product for a particular audience
- Use elements and principles to create a graphic design
- Learn the basics of typography

Additional Information

Excursions

Who do I contact about this?

Ms Carol Carter

DANCE

Curriculum Area: Arts

Unit Description

This unit is about creating complex choreography that communicates a theme, story or idea. In this class the focus is separated into learning choreography from teachers; choreographing small group dances; and analysing a professional dance routine.

What skills and knowledge will you learn?

1. Movements from a range of dance styles.
2. A full length dance routine.
3. You will learn the physical and technical skills needed for dancing and how to improve your technique.
4. You will learn about how the elements of dance can be manipulated to create meaningful choreography.

Assessment

- Analysis of professional dance routine
- Students' performance of the dance routines they learn in class
- Students' performance of the dance routines they choreographed in class

Additional Information

N/A

Who do I contact about this?

Mr Christopher Hewitt

DRAMA

Curriculum Area: Arts

Unit Description

This unit involves learning about the expressive and performance skills required to create and present dramatic work. Students create an ensemble drama work based on stimulus material and given themes and complete class workshops using various theatrical techniques.

Students will research, improvise, script, edit and refine to create their performances. Students will need to present a range of different characters in their ensemble performance using an assortment of theatrical techniques.

Students will study a variety of theatre makers and apply the theatre maker's techniques to their ensemble performances.

What skills and knowledge will you learn?

- Students will learn new theatre styles and how to make a complex and highly enjoyable performance.
- Students will learn how to perform entertaining characterisations using their body and voice.
- You will learn how professional theatre makers create unique plays.

Assessment

- Performance skills
- Performance of a range of different characters
- Play making journal and reflective report on performance
- Assignment on a professional theatre maker

Additional Information

N/A

Who do I contact about this?

Ms Hayley Townsend

MUSIC

Curriculum Area: Arts

Unit Description

Music provides students with a preparatory course to enable them to feel ready for VCE Music Unit 1. Students will learn group and solo pieces to perform in a public concert and will prepare for performance through analysis of performance pieces and present a multimedia presentation.

Students study music theory. They will develop aural skills and compose their own works.

Students must be willing to take Instrumental lessons if they wish to proceed into VCE Music.

What skills and knowledge will you learn?

Area of Study One – Music practices

Students develop skills in performing solo and ensemble works which demonstrates refinement of their use of instrumental techniques and skills.

Area of Study Two – Respond and Interpret

Students build on their understanding of musical elements through systematic study of music theory and aural skills. They experiment with rhythm, melody, and chord structures to advance their skills and technique in music.

Assessment

- Working collaboratively to plan, create and present setworks
- Able to work independently on solo works
- Create and present a multimedia analysis of works for performance
- Record and present works, both solo and group
- Demonstrate music theory and aural skills in an examination.
- Composing own pieces of Music

Additional Information

N/A

Who do I contact about this?

Mr Alex Vincent

English

The following subjects are those offered by the English faculty in 2023 at Gisborne Secondary College.

| | |
|------------------------|----|
| English | 18 |
| Literature | 19 |
| English Language | 20 |



ENGLISH

Curriculum Area: English

Unit Description

Year 10 English is a compulsory year-long course which leads into VCE English and Literature courses.

This course builds on the skills that were developed in Year 9 English, and students will study some very interesting and more complex written and film texts – including a Shakespeare play.

The outcomes relate directly to VCE assessment tasks, so they will complete a writing folio of a number of pieces for different audiences and purposes, refine and improve their formal essay writing skills and learn basic analysis of topical issues. They will also participate in speaking and listening activities, and build their confidence to contribute to class discussions and

What skills and knowledge will you learn?

Text Analysis

Students will develop an understanding of how to structure an analytical essay responding to a given topic.

Creative response to texts

Students will present a creative response to a text.

Argument Analysis

Students will read, view and discuss a range of persuasive texts such as ads, photographs, letters to the editor, opinion pieces and cartoons.

Oral Presentation

Students will develop an understanding of what makes an effective visual and oral presentation.

Assessment

- An analytical essay on chosen Texts. Suggested length: 700-1000 words
- Argument Analysis Essay. Suggested length: 700-1000 words
- Point of View Oral Presentation

Additional Information

N/A

Who do I contact about this?

Ms Louise Angwin

LITERATURE

Curriculum Area: English

Unit Description

This course is for students who enjoy reading, thinking, talking and writing. It has a special focus on poetry, plays, novels, short stories and film. The classes will enable you to share your thoughts about great literature with a group of like-minded students who want to explore texts that are a little more challenging, but very rewarding.

You will learn more about the nature of VCE assessment tasks, build confidence to participate in extensive classroom discussions and identify, explore and reflect on ideas and view-points about events, issues and characters portrayed in the texts.

What skills and knowledge will you learn?

- Students critically analyse features of a text, relating them to an interpretation of the text as a whole.
- Students analyse how meaning changes when the form of a text changes. Students will learn how to discuss texts using the correct literary and cinematic terminology.
- Students respond imaginatively to a text. Students will read a collection of short stories by an author, paying particular attention to the Key ideas, characterisation and style of the stories.

Assessment

- Close Analysis Essay
- Literature Perspectives Essay

Additional Information

N/A

Who do I contact about this?

Ms Louise Angwin

ENGLISH LANGUAGE

Curriculum Area: English

Unit Description

This elective is for students who are interested in a close study of language and people's language choices in different speaking and writing contexts.

It will enable you to explore the creative, varied and changing nature of the English language.

It suits people who want to discuss and analyse language use in a range of short texts such as emails, speeches, interviews, advertisements, short fiction passages and newspaper articles.

What skills and knowledge will you learn?

- Students will be introduced to the metalanguage (a language to describe language) and the subsystems of language: phonetics & phonology (sounds), morphology & lexicology (parts of words & words), syntax (sentence structure), discourse and semantics.
- You will be able to describe how a sentence works, how new words are created and how we manage conversations.
- You will study the history of words and dictionaries, as well as learn about the importance of language to our sense of identity and the changing attitudes to English use.
- Year 10 English Language will provide a solid foundation for a linguistic study of language which can be pursued further in VCE English Language.

Assessment

- Language Journal
- Test
- Research Tasks
- Essay

Additional Information

Texts and photocopied material will be provided.

Who do I contact about this?

Ms Simone Moore

Humanities

The following subjects are those offered by the Humanities faculty in 2023 at Gisborne Secondary College.

| | |
|----------------------------|----|
| Core Humanities | 22 |
| Ancient History | 23 |
| Business & Money..... | 24 |
| Geography | 25 |
| Modern World History | 26 |
| Sociology and Law | 27 |

HUMANITIES (Core)

Curriculum Area: Humanities

Unit Description

This Unit is aimed at providing an understanding of key political, historical and geographical events from 1918-present, with an in depth focus on the Holocaust.

Students will investigate a range of political ideologies including capitalism, communism, fascism, monarchies, the birth of democracy and the societies that emerged post-World War I. This will be followed by analyses of the causes, course and consequences of WWII, including the significance and impact of the Holocaust.

Much of the world's current social and political developments have emerged from the European and Pacific Theatres of War. To this end, students will investigate global, national and local differences in human wellbeing and settlement patterns following World War II, and evaluate these from a variety of perspectives.

Assessment

- Evaluation of visual and written sources
- Mapping exercises and written interpretation
- Research assignment

Additional Information

N/A

Who do I contact about this?

Ms Frances Hayes

ANCIENT HISTORY

Curriculum Area: Humanities

Unit Description

This unit is aimed at providing students with knowledge of the ancient civilisations that have shaped the world we live in.

Students will gain an understanding of how the Greek, Mesopotamian and Greco Roman civilisation developed.

What skills and knowledge will you learn?

- The origins of civilisation through detailed study of the Greek and Mesopotamian civilisations.
- The origins and development of the Greek and Roman Worlds

Assessment

- Research Assignment
- Essay on an ancient civilization

Additional Information

N/A

Who do I contact about this?

Mr Greg Savinnos

BUSINESS & MONEY

Curriculum Area: Humanities

Unit Description

This subject aims to provide students with the knowledge of why and how businesses run in the Australian environment. Key topics covered will include demand and supply, production, characteristics of key Australian industries, globalisation, business ethics and business planning. Students will also learn to understand the different sources of income and manage their finances. Completion of this subject will enable students to confidently begin studies in VCE Business Management and VCE Accounting.

What skills and knowledge will you learn?

- General characteristics of business - business ownership structures, types of businesses (for-profit and not-for-profit), principles of demand and supply, interest of various business stakeholders.
- Business management strategies and ethical management, with reference to case studies of successful businesses.
- Management of personal finance (banking, budgeting and investment).

Assessment

- Tests
- Assignment—budgeting

Additional Information

Who do I contact about this?

Mr Adrian Pang, Mr Christopher Pagonis

GEOGRAPHY

Curriculum Area: Humanities

Unit Description

This unit develops students' understanding of the earth's physical environment and the global, regional and local human settlement patterns related to it.

It contrasts patterns of human wellbeing between Australia and regional neighbours exploring the issue of sustainable land use and sustainable fresh water sources in two countries.

What skills and knowledge will you learn?

- Interpretation of maps and spatial visual media
- Making connections between facts, observations and patterns
- Understanding processes, cause and effect relationships, predictions
- Knowledge of the global, physical, social and political matters

Areas of Study

- Maps, patterns, geomorphology of local and regional areas
- Natural environment, global atmospheric circulation, weather patterns
- Australian and international comparisons relating to water resources and management

Assessment

- Mapping exercises and written interpretation
- Research tasks
- Powerpoint presentation,
- Written responses to questions,
- Excursion report.

Additional Information

Who do I contact about this?

Ms Stephanie Cust

MODERN WORLD HISTORY

Curriculum Area: Humanities

Unit Description

This unit is aimed at providing an overview of key historical events from 1945-present.

Students will explore the impact of nuclear weapons post-World War Two and development of the Cold War. Students will learn about the struggle for rights and freedoms around the world including the civil rights movements in the USA and Australia. They will also examine cultural changes in the post-war world, with a key focus on popular culture in the 1960s, including the music, literature, TV, film and artistic developments during that decade.

Assessment

- Essay
- Evaluation of Sources
- Historical Inquiry

Additional Information

This subject will interest students who wish to learn more about the aftermath of WWII and how events during the second half of the twentieth century shaped the world we live in today. This subject will feed into Year 11 Modern History.

Who do I contact about this?

Ms Angela Robinson

SOCIOLOGY and LAW

Curriculum Area: Humanities

Unit Description

This subject provides students with the opportunity to explore key social, political and legal structures in Australia, with a focus on how these relate to the needs of Australians.

Focus areas include the types, creation and application of Australian law in civil and criminal cases, the impact of colonisation and law on Indigenous Australians, the development of Australia's multicultural society and how it impacts our lifestyle, social experiences and sense of inclusion, as well as Australia's obligations in supporting human rights within Australia and abroad.

Elements from the 1960s civil rights, as well as more recent movements in the United States are explored to support students' understanding of role of social movements in Australia.

This subject is designed to prepare students for future studies in VCE Sociology and Legal Studies.

Knowledge and skills developed are relevant for future employment in a wide range of occupations within social services, health, the criminal justice system, government agencies and education, among others.

Assessment

- Media and case study analysis
- Research projects
- Tests

Additional Information

Study materials are drawn from published textbooks, televised news, documentaries and selected movies.

Who do I contact about this?

Ms Frances Hayes

Languages

The following subjects are those offered by the Languages faculty in 2023 at Gisborne Secondary College.

| | |
|------------------------------|----|
| Indonesian (Semester 1)..... | 29 |
| Indonesian (Semester 2)..... | 30 |
| Japanese (Semester 1) | 31 |
| Japanese (Semester 2) | 32 |

INDONESIAN – Semester 1

Curriculum Area: Languages

Unit Description

The study of language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Indonesian in Year 10 further develops the reading, writing, listening, speaking and viewing skills of the student. This course allows students to engage creatively with the language. Students begin to develop their dictionary skills, allowing students to have free expression of ideas. Language structures and grammar become more sophisticated, forming an important basis for continuation of language. Students are offered a wide variety of course material and activities which will engage and challenge them to extend their love and knowledge of Indonesian.

Please note: Indonesian at Year 10 must be taken for the full year. This course is suitable for Year 10 Indonesian students and Year 9 students who are capable of being accelerated into Year 10 level. They may be able to finish the Year 12 VCE course in Year 11.

Area of Study

At Year 10, students have more choice over their learning with an option to select from various topics and areas of study. Emphasis is placed on the observation and analysis of current events in Indonesia, and topics that are interesting and relevant to teenagers. Topics may include describing personalities, discussing career aspirations, being a good host or guest, cooking, food tasting, social media, travel and more.

Students reflect on their learning styles and strategies, grammar rules, and the similarities and differences between languages in order to maximise and enhance their language skills. Students will extend their cultural understanding of Indonesian appropriate body language and gestures, eating etiquette and religious food requirements. Students will find this work useful if they hope to go on the Indonesian trip.

Assessment

- Oral Assessments
- Writing Assessments
- Reading/Viewing/Listening Assessments
- Vocabulary tests

Additional Information

Who do I contact about this?

Mr Cameron McNamara

INDONESIAN – Semester 2

Curriculum Area: Languages

Unit Description

The study of language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Indonesian in Year 10 further develops the reading, writing, listening, speaking and viewing skills of the student. This course allows students to engage creatively with the language. Students begin to develop their dictionary skills, allowing students to have free expression of ideas. Language structures and grammar become more sophisticated, forming an important basis for continuation of language. Students are offered a wide variety of course material and activities which will engage and challenge them to extend their love and knowledge of Indonesian.

Please note: Indonesian at Year 10 must be taken for the full year. This course is suitable for Year 10 Indonesian students and Year 9 students who are capable of being accelerated into Year 10 level. They may be able to finish the Year 12 VCE course in Year 11.

Area of Study

At Year 10, students have more choice over their learning with an option to select from various topics and areas of study. Emphasis is placed on the observation and analysis of current events in Indonesia, and topics that are interesting and relevant to teenagers. Topics may include music and film, Indonesian folklore, globalization, celebrations and traditions.

Students reflect on their learning styles and strategies, grammar rules, and the similarities and differences between languages in order to maximise and enhance their language skills. Students will extend their cultural understanding of Indonesian values, beliefs and daily life. Students will find this work useful if they hope to go on the Indonesian trip.

Assessment

- Oral Assessments
- Writing Assessments
- Reading/Viewing/Listening Assessments
- Vocabulary tests

Additional Information

Indonesian Trip

Who do I contact about this?

Mr Cameron McNamara

JAPANESE – Semester 1

Curriculum Area: Languages

Unit Description

Over the course of the semester, students will focus on developing both the range of their vocabulary and ability to elaborate on ideas. This will prepare students well for VCE Japanese.

Students learn how to join adjectives, ask / give permission and give reasons. Students further develop their ability to speak fluently with correct pronunciation, tone and intonation. Topics for this semester include; Describing people, Homestay and Giving directions.

Area of Study

Topics covered: Describing people, Homestay, and asking for directions.

This work will be very helpful for students wanting to visit Japan. Students learn to recognise the extent and limitations of their language proficiency and develop strategies for maximising and extending their language skills, knowledge and cultural understanding.

They understand that language is a complex system with rules, and that there are subtle differences between languages. They appreciate that direct transposition from English cannot occur. They reflect on their learning styles/strategies.

Assessment

- Outcome 1 Writing
- Outcome 2 Reading, Listening and Responding
- Outcome 3 Speaking

Additional Information

Japan Trip – Two weeks in September, every second year.

Who do I contact about this?

Ms Kristeen Quarrier

JAPANESE – Semester 2

Curriculum Area: Languages

Unit Description

Students will develop their reading and writing skills by learning more Kanji. This will prepare students for VCE Japanese. Students will begin to use plain form in Japanese. This will expand their range of grammar and allow them to converse in casual conversation.

They will be able to recall main ideas and details from spoken texts through oral responses to questions, building their fluency on specific topic areas.

They will develop their skills in using correct grammar, pronunciation, tone and intonation, and in writing short passages on specific topics.

Area of Study

Topics covered: Sports Hero, Part Time Jobs and Future Aspirations and Cool Japanese Culture

They will participate in exchanging simple information on both familiar and new topics. This work will be very helpful for those students wanting to visit Japan.

Students learn to recognise the extent and limitations of their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages.

They appreciate that direct transposition from English cannot occur. They reflect on their learning styles/strategies.

Assessment

- Outcome1 Writing
- Outcome2 Reading, Listening and Responding
- Outcome3 Speaking

Additional Information

Japan Trip – Two weeks in September, every second year

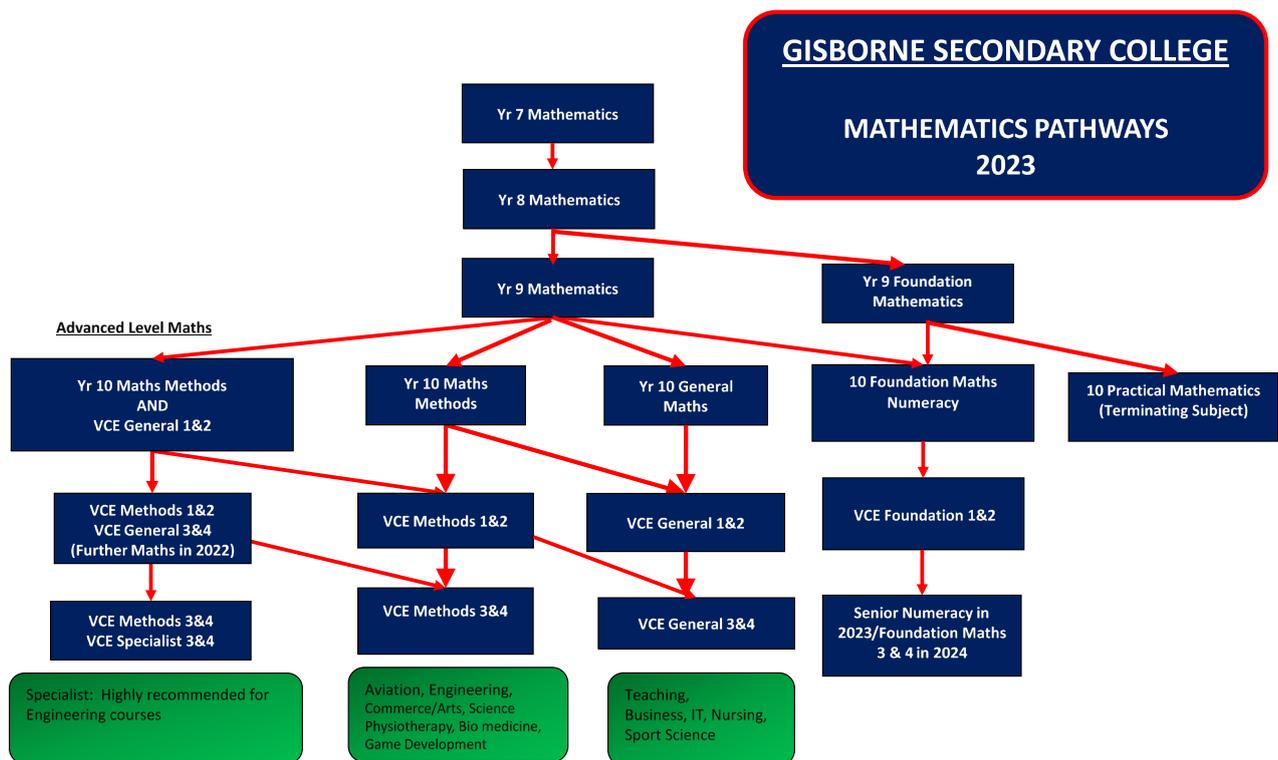
Who do I contact about this?

Ms Kristeen Quarrier

Mathematics

The following subjects are those offered by the Mathematics faculty in 2023 at Gisborne Secondary College.

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| General Maths | 34 |
| Maths Methods | 35 |
| Foundation Maths..... | 36 |
| Practical Maths | 37 |



GENERAL MATHS (Year Long)

Curriculum Area: Mathematics

Unit Description

General Mathematics is a year-long subject designed around preparing students to move into VCE General and Further Mathematics.

This course allows students to explore content from a variety of topics throughout the year. During Semester 1, the topics of Measurement and Geometry, Probability, Matrices and Financial Maths covered. Semester 2 the topics change to Linear Equations & Graphs, Data & Statistics.

Students are assessed through quizzes, tests, SACs and examinations to demonstrate their key knowledge and skills.

Assessment

- Projects
- Achievement Tests
- Problem Solving and Mathematical modelling
- End of Semester exam.

Additional Information

It is highly recommended that students purchase and use the Casio ClassPad calculator for this subject to increase their familiarity and efficiency of the functions available with this technology. A textbook is required for this subject as detailed in the booklist. A netbook (or BYOD) is essential for computer-based learning and other multimedia teaching and learning activities.

Who do I contact about this?

Mr Aaron Freeman

MATHS METHODS (Year Long)

Curriculum Area: Mathematics

Unit Description

Mathematical Methods a year-long subject which is recommended for students who have a strong work ethic and have been highly successful in Year 9 Mathematics, with a robust ability in algebra.

The course allows students to explore content from a variety of topics across the year. The Semester 1 course covers Pythagoras and Trigonometry, Measurement, Deductive Geometry, Trigonometric Functions including the Unit Circle, and Probability. During Semester 2 the course changes to cover Linear Algebra, Indices, Surds, Logarithms, Quadratic Expressions and Equations, and Linear and Non-linear relationships. Some concepts can be abstract and require interpretation to develop the solution.

Students are assessed through quizzes, tests, SACs and examinations to demonstrate their key knowledge and skills.

Assessment

- Projects
- Achievement Tests
- Problem Solving and Mathematical modelling
- End of Semester exam.

Additional Information

Students are required to purchase the Casio ClassPad calculator for this subject as the lessons are based around the use of this technology. A textbook is required for this subject, as detailed in the booklist. A netbook (or BYOD) is essential for computer-based learning and other multimedia teaching and learning activities.

Who do I contact about this?

Mr Aaron Freeman

FOUNDATION MATHS (Year Long)

Curriculum Area: Mathematics

Unit Description

Foundation Mathematics is a year-long subject designed around a fundamental mathematics program. Learning outcomes are focused on using mathematics effectively, efficiently and critically to make informed decisions.

This course is designed to lead into the VCE Foundation Mathematics course and provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Students are assessed through investigations, assignments, tests and semester examinations to demonstrate their key knowledge and skills.

Assessment

- Assignments
- Research projects
- Investigations
- Practical work and constructions
- Extended tasks
- Tests
- Self-assessment.

Additional Information

Students will be required to have their own Scientific Calculator to use throughout the course and for all assessments, including the examination. This is the same calculator that was used in Years 7 – 9. A netbook (or BYOD) is essential for computer-based learning and other multimedia teaching and learning activities.

Who do I contact about this?

Mr Aaron Freeman

PRACTICAL MATHS (Year Long)

Curriculum Area: Mathematics

Unit Description

Practical Mathematics is a year-long subject designed around a hands-on and more flexible approach to learning using numeracy skills and calculations you are likely to encounter in everyday life.

This course is designed to meet the needs of students who will not be continuing to study Maths in Year 11 and Year 12 or students who will be continuing their Year 11 and Year 12 studies in the VCE Vocational Major program but need some scaffolding to get there.

Learning outcomes are focussed on building students' capacities to solve problems which they may encounter in real-life. Students will be assessed through the completion and presentation of their coursework, a variety of assessments and semester projects/examinations.

Students will be selected to take this course by the Mathematics CAL and/or Numeracy Learning Specialist and is not an option for all students.

Assessment

- Assignments
- Research projects
- Investigations
- Practical work and constructions
- Extended tasks
- Tests
- Self-assessment.

Additional Information

Students will be required to have their own Scientific Calculator to use throughout the course and for all assessments, including the examination. This is the same calculator that was used in Years 7 – 9. A netbook (or BYOD) is essential for computer-based learning and other multimedia teaching and learning activities.

Who do I contact about this?

Mr Aaron Freeman

Science

The following subjects are those offered by the Science faculty in 2023 at Gisborne Secondary College.

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| Life Science | 40 |
| Physical Science | 41 |
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SCIENCE (Core)

Curriculum Area: Science

Unit Description

This unit is compulsory for all Year 10 students. It will cover the four areas of Biology, Chemistry, Physics, and Earth Science.

Biology:

Students explore inheritance of characteristics from one generation to the next and explore evolution and the process of natural selection, which leads to diversity of living things.

Chemistry:

Students extend their understanding of the Periodic Table, through practical experiments which explore a variety of reaction types including combustion and neutralisation of acids and bases.

Physics:

Students explore how the laws of physics are involved in magnetism and the motion of objects. They will then study features of the Universe and how the Big Bang theory can be used to explain its origin.

Earth Science:

Students will explore Earth as a system made up of interconnected spheres (hydrosphere, lithosphere, biosphere and atmosphere) that play a role in the cycling of nutrients, such as carbon, on our planet.

On completion of this unit, students will be able to:

- Formulate questions or hypotheses that can be investigated scientifically
- Independently plan, select and use appropriate investigation types and equipment, to collect reliable data and assess risk
- Analyse patterns and trends in data and draw conclusions that are consistent with evidence
- Communicate scientific ideas and information for a particular purpose using appropriate scientific language, conventions and representations.

What skills and knowledge will I learn?

- explain the role of DNA and genes in cell division and genetic inheritance.
- apply geological timescales to elaborate their explanations of both natural selection and evolution.
- use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion. They explain how different factors influence the rate of reactions.
- use a field model to explain interactions between magnets.
- give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass, force and time to predict and explain motion.
- evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth.
- explain global features and events in terms of geological processes and timescales and describe and analyse interactions and cycles within and between Earth's spheres.

Assessment

SACs may include one or more of the following tasks:

- Practical Experiment
- Tests
- Projects/Assignments
- Scientific Poster
- End-of-semester exam

Who do I contact about this?

Ms Marnie Sparrow or Mrs Tracey Eagle

LIFE SCIENCE

Curriculum Area: Science

Unit Description

This unit is recommended for students who are interested in studying Biology and/or Environmental Science at VCE.

Biology:

Biology is the study of life and the processes that allow life to exist.

In this unit, students explore how life formed on our planet and the requirements for life. Students study cells as the basic unit of life and describe how organisms have evolved adaptations that enable them to function in changing environmental conditions.

Environmental Science:

Environmental Science is a branch of Science that deals with the natural workings of our planet. In this unit, students learn about biodiversity at the genetic, species and ecosystem levels and learn about how it arises through genetic variation and natural selection. They also explore the threats facing biodiversity such as a changing climate. Students will learn about weather and climate and the effects that climate change has on Earth's systems.

What skills and knowledge will I learn?

- Understand that Cells are the basic unit of life
- Identify cell types and cell organelles
- Using microscopes to identify cell types
- Differences in DNA as the mechanism for genetic biodiversity
- Explain how adaptations allow organisms to survive in their environments
- Threats to biodiversity such as climate change
- Describe the effects of climate change on the biosphere
- Carry out sampling of ecosystems

Assessment

SACs may be one or more of the following tasks:

- Practical Experiment
- Tests
- Projects/Assignments
- Scientific Poster
- End-of-semester exam

Who do I contact about this?

Ms Marnie Sparrow

PHYSICAL SCIENCE

Curriculum Area: Science

Unit Description

This unit is recommended for students who wish to study VCE Chemistry or Physics.

Chemistry:

Chemistry is the study of substances – how they can be made, how they behave, how they can be detected and measured, and most importantly, what causes their behaviour.

On completion of this unit, students will be able to:

- make predictions about the properties of elements.
- explain the bonding of atoms. They will investigate how different types of chemical reactions are used to produce a range of products.

Physics:

Physics is the study of natural phenomena such as electricity, heat, sound, light, forces, motion, magnetism, the nucleus of the atom and radioactivity.

This subject will focus on a quantitative approach to Motion and Electromagnetism experiments.

On completion of this unit, students will be able to:

- Describe the relationship between forces, mass, velocity, acceleration and time using the Equations of Motion.
- Describe how objects can undergo transformation between kinetic and gravitational potential energy and calculate the efficiency (%) of this transformation.
- Use the field model to explain how motors & alternators work using the interactions between magnets, current-carrying wires and forces on the wires.

An independent practical investigation on one of the above topics may be included if time permits.

What skills and knowledge will I learn?

- Explain the different types bonding in atoms
- Writing and balancing chemical reactions
- Classifying different types of chemical reactions
- How to analyse and evaluate data and present in a scientific report
- Use Newton's Laws of Motion and the Equations of Motion to predict the motion of objects

Assessment

SACs may be one or more of the following tasks:

- Practical Experiments
- Tests
- Projects/Assignments
- Scientific Poster
- End-of-semester exam

Who do I contact about this?

Mrs Tracey Eagle

BEHAVIOURAL SCIENCE

Curriculum Area: Science

Unit Description

This unit is recommended for students who wish to study VCE Psychology. Behavioural Science investigates human thoughts, feelings and behaviour.

Psychology:

In this unit, you will learn about the nature of psychology as a scientific endeavour and how it is distinct from non-scientific approaches to understanding human behaviour. Students explore the study of individual differences, including personality psychology, to explain why people behave differently from one another. This understanding is extended to explore atypical development and mental disorder, including brain injuries.

Forensics:

Students learn about the mind of a criminal and what motivates them to commit different types of crimes. They also learn about the limitations of eyewitness testimony and how it can be affected by various factors. Students explore how genes and characteristics (including blood type) are inherited from one generation to another. They examine DNA and how it can be used as evidence from crime scenes. Students use microscopes to examine "evidence" from crime scenes.

What skills and knowledge will I learn?

Behavioural Science is a highly involved study that requires maturity, empathy and understanding for our fellow human beings. Some skills that you will develop that are highly transferable to the workplace include:

- Social skills - working as part of a team, effective communication and conflict resolution
- Personal skills - initiative, the importance of being ethical and open minded
- Communication skills - active listening, speaking, writing skills

Key Knowledge includes:

- Psychology as a science as distinct from pseudosciences
- Personality
- Mental health and disorder
- Brain injuries
- Blood types and bloodstain analysis
- Chromatography
- Fingerprint analysis
- Arson
- Casts and impressions
- The fallibility of eyewitness testimonies
- Hair and fibre analysis
- Microscopy

Assessment

Assessment may be one or more of the following tasks:

- Tests
- Projects/Assignments
- Scientific Poster
- Practical report
- End-of-semester exam

Who do I contact about this?

Ms Marnie Sparrow or Mrs Tracey Eagle

Technology

The following subjects are those offered by the Technology faculty in 2023 at Gisborne Secondary College.

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| Automotive | 44 |
| Design & Technology: Food..... | 45 |
| Design & Technology: Textiles..... | 46 |
| Design & Technology: Wood | 47 |
| Digital Technologies | 48 |
| Digital Technologies (Extension) | 49 |
| Engineering: Welding & Fabrication | 50 |
| Electronics & Robotics..... | 51 |

AUTOMOTIVE

Curriculum Area: Technology

Unit Description

In this course, students have the opportunity to work on their own projects: learning hands on skills by dismantling and assembling motors. In this process they will identify components and learn their functions and also gain valuable diagnostic skills. Students learn to work safely in a workshop environment, using the wide range of tools and equipment required to service and repair a variety of motor-powered vehicles and equipment, ranging from brush cutters to cars.

Students will also have the opportunity to service cars and identify mechanically and legally what to look for when it comes to purchasing their own vehicle. They will acquire a skill set that will be useful in terms of choosing a career in the automotive industry or simply when they own their own vehicle.

Using a variety of resources, students will investigate how different systems utilised in modern motor vehicles aid drivers and their occupants in safety, drivability and comfort.

Area of Study

- Safe work practices
- Thinking Skills
- Practical skills
- Investigation into the systems of a motor vehicle

Assessment

- Descriptive report on Automotive concept(s)
- Workshop equipment test
- Completion of workbook
- End of Semester exam.

Additional Information

Students may need to supply a motor, mower, motorbike, or any materials required to make a project.

Who do I contact about this?

Mr James Woodward

Design & Technology: FOOD

Curriculum Area: Technology

Unit Description

This unit is recommended for students who wish to study VCE Food Studies.

It covers the skills and sets the expectations for VCE in a fun yet informative manner.

This unit emphasises the importance of the design process and the development of independent thinking skills, by solving individual design problems with food.

Area of Study

Basic food safety, hygiene skills, knowledge and food science preparation principles required for VCE are investigated and explored in weekly practical classes. Students will explore issues relevant to food technology.

Exactly what is a complex process? What is a preservation technique? How is food genetically modified?

Assessment

- Restrictive (Fad) Diet Task
- Healthy Café Product Design Task
- Course work
- End of semester exam

Additional Information

N/A

Who do I contact about this?

Ms Carol Borg / Ms Alison Christensen

Design & Technology: TEXTILES

Curriculum Area: Technology

Unit Description

This semester long course explores creativity through the exciting medium of textiles.

Students will learn about the world of fashion, surface decoration and textiles creation. They will have the opportunity to learn new techniques including stencilling, photographic-transfer printing, embroidery and other embellishment techniques.

Students will show their flair through designing and creating a garment/textile item using a variety of these decorative features.

This elective encourages problem-solving, evaluation and thinking as well as individuality and creativity. This course contains both hands-on and theoretical work which will prepare students for further studies in either Product Design and Technology or Art at a VCE level.

Area of Study

This course contains both hands-on and theoretical work which will prepare students for further studies in either Product Design and Technology or Art at a VCE level.

Assessment

- Fashion design: students will complete a research assignment on a fashion designer of their choice: Powerpoint/Oral Presentation/Research Report.
- Students will create a garment/textiles product of their own design utilising the techniques that they have learned
- Portfolio of practical work
- Textile creation
- End-of-semester exam

Additional Information

N/A

Who do I contact about this?

Ms Glenda Anstey-Sprigg

Design & Technology: WOOD

Curriculum Area: Technology

Unit Description

The skills and techniques learnt and developed in this subject relate to the VCE subject Product Design and Technology.

The practical skills are a good introduction for trade jobs eg. Measuring, marking, assembling and producing quality work with wood.

Area of Study

Leg and Rail Construction

Students are required to produce two practical projects for the semester: The major practical area is leg and rail construction. For this, students will produce a table (coffee, hall, bed- side, small work table etc.). The table must have at least one drawer. The second project generally will be a smaller project. Projects could be small book shelf, storage unit, chest, folding chair etc.

Investigate and Design

Standard table heights, timber joints, material sizes and timber finishes. Students will write design briefs, including considerations and constraints. Students will also complete an assignment on the Australian timber industry. Students will learn to use appropriate technical language, correct names of tools, and make decisions about materials and techniques.

Producing

Students will learn to use complex tools and equipment correctly, competently and safely. They will learn to work in a co-operative environment, use correct timber joints and construct quality products.

Analysing and evaluating

Students will develop evaluation criteria and check lists, evaluate their projects and discuss improvements to the projects and construction process and methods.

Assessment

- Practical projects
- Written design brief and evaluation
- Written Investigation
- End-of-semester exam

Who do I contact about this?

Mr Nick Maxwell

DIGITAL TECHNOLOGIES

Curriculum Area: Technology

Unit Description

Digital technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

This subject will help students to develop entry level skills to study VCE Applied computing or VET Creative Digital Media (Cert III in Screen in Media). The curriculum is designed to provide practical opportunities for students to explore the capacity of information systems to transform data into digital solutions through the application of computational design and systems thinking.

Area of Study

1. Students will learn to create algorithms as a design tool for coding. Students will use Python Programming language to create digital solution demonstrating skills in computational thinking and systems thinking. Students will study Adobe Dreamweaver CC, HTML, and CSS to create a website for a company which includes online ordering form for their product or service. Students will learn responsible web design technology, which will enable the web pages to be viewed on devices with different screen size.

2. Students will study techniques and functions of a database software. MS Access will be used to create tables, reports, queries and forms. Students will learn skills in sorting and filtering of data to maximise efficiencies in a business environment.

3. Students will study cabled and wireless networks, hardware and software, protocols and uses of networks. They will develop a basic understanding of how data packets are transmitted between components within a computer network system, and how the hardware and software interact to form networks.

Students will be taught practical skills in using MS Visio to design a network for an organisation.

Assessment

- Gamemaker Game: Space Bubbles Game
- Project: Design and develop a website using Dreamweaver, HTML and CSS
- Project: Design and develop a database management system. Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
- Test: Understanding the network basics and designing a simple computer network
- Algorithms and programming; Students will be using Python Programming language to create solutions.
- End-of-semester exam

Who do I contact about this?

Ms Kushum Rattan

DIGITAL TECHNOLOGIES EXTENSION

Curriculum Area: Technology

Unit Description

In this subject, students have the freedom to study any topic in computer studies that they enjoy or would like to build deeper skills in.

This course is suitable for students who wish to advance their skills in Computing. Students choose this subject because it will deepen their computer skills and knowledge of the project chosen. Students negotiate projects to study, depending on their own areas of interest. They may work solo or in groups. Teacher support and guidance is provided on selection of projects. Students should be able to complete one long project on a single topic or they may choose to complete two projects in the semester: one each term.

Please note: Students do NOT have to have undertaken Digital Technologies to select this course.

Area of Study

Examples of projects that can be chosen. Students can find other projects besides the ones listed below:

- An animated film using Adobe Animate
- A 3D game character and a world using Auto Desk 3DS Max
- Learning a new programming language, or extending knowledge in an existing one eg. Python, JavaScripting, Visual Basic
- Game design and development
- Mobile phone programming
- VEX Robotics
- Film making
- Hardware and networks

Assessment

- Presentation at the end of each term
- Logbook
- End-of-semester exam

Who do I contact about this?

Ms Kushum Rattan

ENGINEERING—Welding and Fabrication

Curriculum Area: Technology

Unit Description

Students learn to use welding and machining methods to produce a barbecue spit roaster.

This can be a standard model or a modified product after consultation with the teacher.

A similar product of similar manufacture (Engine stands/motorcycle stands) can also be designed through negotiation with the teacher. Tools such as lathes, drill press and angle grinder are used in conjunction with MIG/oxy acetylene gaswelding.

Area of Study

- Gain insight into a career path in an engineering fabrication trade/occupation
- Safe operation of cut off saws, oxy-acetylene and MIG welding processes, and basic machining operations.
- To fabricate useful structures and implements from steel materials
- Application of investigation to inform design choices

Assessment

- Submit a short investigation (market research) comparing attributes of available outdoor cooking products with the model we are producing (BBQ spit roaster) and propose improvements to it from what you find out.
- Production task- complete the BBQ spit roaster (or negotiated alternative) and include recommended improvements.
- Evaluation- A written critique on the model produced.
- Examination- 50% pass on theory (N.B All year 10 subjects have Examinations. The result will appear on your end of semester report)

Who do I contact about this?

Mr James Woodward

ELECTRONICS & ROBOTICS

Curriculum Area: Technology

Unit Description

You will further develop your knowledge of electronic, electrical and mechanical components, and learn how to solve problems in DC circuits. You will build from scratch general electronics projects of your choice, such as intercom, walkie talkies, home alarms, solar powered vehicles, radios, FM listening transmitter devices, various manually controlled vehicles, sirens, amplifiers etc. 'Yenka Electronics' software will be used for project schematic diagram simulations.

In Robotics you will design and 3D print the parts, program and make from scratch (remotely- controlled) (autonomous) robots, which include PICAXE, Arduino and Raspberry Pi microchips as well as various sensors. Some project examples include programmable lights, LED cubes, traffic lights and Infrared RC vehicles.

This course leads to VCE Systems Engineering and nationally recognised VET/SBAT Certificates II & III in Electrotechnology.

Area of Study

- Students will develop basic knowledge of component codes, polarity and schematic symbols of resistors, capacitors, sensors, diode (transistors, timer silicon chips) and PICAXE/Arduino microchips.
- Students will also develop basic knowledge of DC circuit laws, including Ohm's law and electric power/energy formula.
- Project assessment covers client-defined design brief, schematic diagrams, OHS compliance, problem-solving skills and the production work quality, innovation skills and successful completion.

Assessment

- Two knowledge-based written tests: Electronic components and solving problems in DC circuits.
- Production work and folio
- Exam

Who do I contact about this?

Mr. Tony Herceg

Health & Physical Education

The following subjects are those offered by the Health and Physical Education faculty in 2023 at Gisborne Secondary College.

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|--------------------------|----|
| Health | 53 |
| Physical Education | 54 |
| Outdoor Education | 55 |

HEALTH

Curriculum Area: Health & Physical Education

Unit Description

In this unit students will develop an understanding in:

- Dimensions of Health and Wellbeing
- Stages of the human life span (conception – death)
- Nutrition
- Youth health issues (homelessness, smoking, drugs, & road safety)
- Health status

What skills and knowledge will you learn?

- Students will learn the dimensions of health.
- Students will learn about the factors that determine health outcomes
- Students will look at and learn about the different levels of development across the lifespan.
- Students will explore ranging youth health issues and look at ways of coping with these issues.

Assessment

- Written SACs - Dimensions of Health & Stages of Development
- Research Task - Health Issues
- Test – Nutrition
- Exam

Additional Information

N/A

Who do I contact about this?

Mr Nathan Mills

PHYSICAL EDUCATION (P.E.)

Curriculum Area: Health & Physical Education

Unit Description

Students will investigate body systems, including skeletal, muscular and cardio-respiratory systems. Which will require them to adapt previously learnt knowledge through practical lesson into a more theoretically based context.

They will also investigate different components of fitness, training methods & principles. Students will put this knowledge into practice and implement their own mini-training program. They will conduct some pre and post fitness testing and design a program to match their goals and needs.

What skills and knowledge will you learn?

- Students will develop proficiency in a range of high-level movement and manipulative skills.
- Students will learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success.
- Students will learn about the functions and structures of various body systems.

Assessment

- Fitness testing
- Training program
- Musculoskeletal system
- Cardiorespiratory system
- Practical participation / SEPEP

Additional Information

- Please note: This subject is heavily theoretically based to align with VCE PE studies. Students will still have the opportunity for practical activities; however, these activities will complement the theory components.

Who do I contact about this?

Mr Nathan Mills

OUTDOOR EDUCATION

Curriculum Area: Health & Physical Education

Unit Description

The unit will develop students' knowledge of outdoor environments and provide hands-on opportunities to support their learning.

Students will participate in a range of outdoor activities based on academic theory classes. The overall focus for the unit is on student development of interpersonal and teamwork skills, resilience and personal responsibility.

What skills and knowledge will you learn?

Students will have an opportunity to develop;

- basic camping skills
- their preparedness for self-reliant, lightweight trips
- sustainable practices
- lightweight and nutritious camp cooking skills
- minimal impact practices
- navigation skills
- weather interpretation skills
- personal leadership in outdoor situations

Students will be presented with the opportunity to participate in a first aid course and will learn about environment types, environment health, and Australian environmental history.

Assessment

Knowledge and skills achieved through theory is assessed through the tasks below and observation whilst out in the field. Assessments may include:

- A navigation knowledge test
- A weather presentation
- An advertisement on a Victorian National Park
- Outdoor activity reflections/journals

Assessment provides opportunities for both group and individual work.

Additional Information

Students should be prepared for outdoor activity participation and should discuss this with the associated teacher prior to selecting the course.

Who do I contact about this?

Mr Nathan Mills